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ABSTRACT

This report describes a three-year faculty development program that successfully transculturated approximately one-third of the faculty and professional staff at Texas A&I University, a state institution in which over 50 percent of the student body is Mexican American. Transculturation entails a change process that focuses on changing the institution to fit the culture and language of the student majority. The program at Texas A&I consisted of (1) three-hour weekly seminars on the history and culture of Mexican Americans, presented by Mexican American scholars; (2) annual symposia featuring lectures, workshops, and participant panels, that were intended to make all students, the campus, and regional area educators aware of the transculturation program; and (3) a three-week language and culture immersion experience held in Cuernavaca, Mexico, which included lectures on Mexican culture and society and Spanish language instruction, and where 20 participants lived with Mexican families. The 20 participants consisted of 10 freshmen faculty members, representing all the colleges within the university, were selected by their college deans to attend each semester. Detailed discussions of the project, its purpose, background and origins, and results are included. Appended materials include: course syllabi and calendars, symposia programs; copies of pre- and post-tests; seminar evaluation forms; and the course of study for the immersion program in Mexico. (JLS)

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ED 414 826

PROJECT TITLE: Transculturation of Faculty at a Minority Institution

Grantee Organization:

Texas A&I University
Southwest Borderlands Cultural Studies
and Research Center
Campus Box 177
Kingsville, TX 78363

Grant Number:

P116B91080

Project Dates:

Starting Date: September 1, 1989
Ending Date: September 1, 1992
Number of Months: 36

Project Directors:

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FIPSE Program Officer: Helene Scher

Grant Award:		
	Year 1	$64,333.
	Year 2	$81,387.
	Year 3	$89,821.
	Total	$235,541.

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PARAGRAPH SUMMARY: Transculturation of Faculty at a Minority Institution.

Texas A&I University , an Hispanic minority state institution, successfully transculturated one-third (60) of its predominantly Anglo American faculty, professional staff, and administrators during a 3-year FIPSE supported, faculty development program. Transculturation entails a two-way process of change that is focused on changing the institution to fit the culture and language of the majority of its student body. Ten freshman contact faculty members, representing all the colleges within the University, were selected through recommendations by their college deans to undergo transculturation each semester. The transculturation program consisted of three major components: 1) 3-hour, weekly seminars presented by Mexican American scholars on the history and culture of Mexican Americans; 2) an annual Spring Symposium intended to reach all students, campus, and regional area educators; and, 3) a three-week language and culture immersion experience in Cuernavaca, Mexico between the Spring and Summer I semesters, where 20 participants lived with Mexican families, attended lectures comparing Mexican and Mexican American culture and society, and attended 6 hours of Spanish-language instruction five days a week. The result is a culturally sensitive and knowledgeable educational environment at TAIU that is expected to produce long range improvements in teaching effectiveness and student retention.

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"Transculturating Majority Faculty Toward Minority Students: A Two-Way Process of Change." Paper presented at the 5th Annual National Conference on Racial and Ethnic Relations in American Higher Education. San Francisco, California, June 5-9, 1992.

"Transculturation: Maintaining the Momentum for Institutional Change." The Third Annual FIPSE Symposium. Texas A&I University, Kingsville, April 23-24, 1992.

"Transculturating the Faculty at a Minority Institution: A Model for Faculty Development." Paper presented at the First Annual Conference of the Association for General Education International. Denton, Texas, March 5-6, 1992.

"A Transculturation Model for Faculty Development." Paper presented at the 1992 Winter Conference of the Texas Association of College and University Student Personnel Administrators. Arlington, Texas, February 7, 1992.

"Majority Teachers - Minority Students: Transculturation as an Approach to Teaching and Learning." Paper presented at the Texas Council of Teachers of English. San Antonio, Texas, January 29-Februry 1, 1992.

"Transculturating the Majority Faculty at a Minority Institution: A Model for Faculty Development." Paper presented at a College Consortium for Saint Mary's University. San Antonio, Texas, November, 8, 1991.

"Transculturating Majority Faculty to Minority Students: A Model for Faculty Development." Paper presented at the Annual Conference of the American Council on Education. Atlanta, Georgia, October 6-8, 1991.

"Transculturating the Faculty at a Minority Institution: The Experience of Two Years." Paper presented at the 17 Annual Conference of the Texas Association of Chicanos in Higher Education. El Paso, Texas, August 1-3, 1991.

"Transculturating Faculty at a Minority Institution: The Experience at Texas A&I University." The 4th Annual National Conference on Racial and Ethnic Relations in American Higher Education. San Antonio, Texas, June 2, 1991.

"Transculturation: A Momentum for Mutual Change." The Second Annual FIPSE Symposium. Texas A&I University, April 18-19, 1991.

"A Transculturation Model for Developing Bicultural and Bilingual Faculty at a Minority Institution of Higher Education." Workshop presented for Project Title III, Strengthening Institutions Program, University of Texas at Pan American, Edinburg, Texas, April 4, 1991.

"A Faculty Development Program for Transculturation: Majority Faculty and Minority Students in a Mutual Change Process." Workshop presented for the Hispanic Association of Colleges and Universities. Miami, Florida, December 5-7, 1990.

"A Transculturation Model for Developing Bicultural and Bilingual Faculty at a Minority Institution of Higher Education." Paper presented at the 17th Annual Conference of the Texas Association of Chicanos in Higher Education. San Antonio, Texas, July 24-27, 1990.

"The First Annual Spring Symposium on Diverse Experiences in Transculturation." The First Annual FIPSE Symposium. Texas A&I University, April 19-20, 1990.

"A Transculturation Model for Majority Faculty at Minority Institution of Higher Education." Paper presented at the Annual Conference of the Texas Higher Education Coordinating Board. Austin, Texas, April 5-6, 1990.

EXECUTIVE SUMMARY

PROJECT TITLE:	Transculturation of Faculty at a Minority Institution
ADDRESS:	Texas A&I University Kingsville, TX 78363
PROJECT CO-DIRECTORS:	Rosario Torres Raines, Ph.D. / (512)595-2701 Ward S. Albro, III, Ph.D. / (512)595-3601

PROJECT OVERVIEW: A faculty development program to transculturate the predominantly Anglo American faculty at Texas A&I University, an Hispanic minority institution, succeeded in educating and immersing 60 project participants representing all the academic colleges within the University in the history, language, and culture of the predominantly Mexican American student body over a three year grant period. Transculturation involves a two-way process of change focused on the pillars of the educational system, the tenured and tenure-track classroom faculty, in an effort to accomodate a dramatically changing student demographic profile which had risen to over 60 percent of the incoming Freshman class being Mexican American.

The transculturation program contained three phases: 1) three hour weekly seminars on Mexican American studies; 2) a two-day annual Spring Symposium; and, 3) a three week Mexican culture and Spanish language immersion experience in Cuernavaca, Mexico. The participating faculty and professional staff were selected through recommendations of College Deans and other student service administrators. Ten participants were involved in an interdisciplinary, post-graduate course conducted by leading Hispanic scholars in the Fall and Spring semesters. The annual symposia were open to the student body as well as campus and regional educators. Twenty faculty traveled to Mexico between the Spring and 1st Summer session each year to live with Mexican families while attending Spanish language training and Mexican cultural immersion. The Spanish Language Institute cooperated in tailoring a program to include Spanish language instruction, Mexican and Mexican American comparative culture lectures in English, and excursions to historical and archeological sites in Central Mexico. All of the component phases were positively evaluated using a type of pre-post competency tests, a three page seminar evaluation form, standard conference one-page evaluations, language placement and exit exams.

The immersion experience combined with their academic preparation and conference participation produced a new cultural awareness and appreciation among the transculturated participants that has resulted in institutional changes in University curriculum, classroom teaching and learning styles, research, and other faculty development opportunities. In the long term these structural changes are expected to increase student achievement and retention to graduation.

PURPOSE: In 1979, TAIU was designated an Hispanic minority institution with over 50 percent of the student body being Mexican American. As the proportionate minority population continued to increase to over 60 percent Hispanic students in 1989, the faculty remained constant at 90 percent Anglo American. The vast majority of faculty at TAIU were not recruited to teach a growing minority student population. However, their rank, tenure, and labor market conditions prevented many professors from leaving the University as problems with student achievement, retention, and graduation began to emerge. The rapidly increasing minority student population at the University presented special problems and opportunities that are confronting institutions of higher education across the U.S..

In 1988 a Strategic Planning Committee at TAIU recommended the formation of College I to deal with the academic preparation and acculturation needs of Hispanic students; often first genertion high school graduates and college students. The Committee, however, failed to address the cultural factors separating the majority faculty and minority students at the University. Efforts to acculturate only the student body to fit an Anglo model of higher education without attempting to change the institution to accomodate the cultural perspective of the majority of the students are bound to fail. A Task Force on Hispanic Affairs identified an important relationship between the dual problems of student retention and faculty development.

As members of the Hispanic TasK Force, the project co-directors developed and submitted a proposal to FIPSE the following year for a three phase transculturation project. The components of the program were designed to parallel some of the acculturation experiences of minority students in College I. A mutual momentuum for change creates the best fit between growing numbers of minority students and relatively stable numbers of majority faculty whose proportionate representation is unlikely to change in the near future at TAIU or throughout the U.S..

BACKGROUND AND ORIGINS: Texas A&I University is small state institution with a student population of 6,000 students in South Texas, closely located to three international gateways to Mexico - Laredo-Nuevo Laredo, MacAllen-Reynose, and Brownsville- Matamoros. TAIU is the only full fledged University south of San Antonio with Colleges of Agriculture and Home Economics, Arts and Sciences, Business Administration, Education, and Engineering. College I was organized in 1989 to serve as the point of entry for all freshman students. Academic placement testing, advisement, remedial instruction, tutoring, and student "success" courses are part of College I program and services. TAIU is the newest member of the Texas A&M University System.

From the beginning of the faculty transculturation program, the project directors had the full cooperation of the President, VP for Academic Affairs, College Deans, Department Chairs, and other student personnel staff. The response by the faculty was tremendous and all academic colleges were represented in the program.

PROJECT DESCRIPTION: Six post graduate seminars in Mexican American studies presented by recognized Hispanic scholars met from 2:00 to 5:00 p.m. on Wednesdays during the Fall and Spring semesters, 1989-1992. The sessions focused on the most important problems and issues facing the Mexican American people as well as on the history and culture of the population. A student panel was organized each year to demonstrate the tremendous diversity of Mexican Americans on campus.

Three annual, two-day Spring Symposia were organized featuring plenary addresses by internationally renown Mexican American researchers; workshops in teaching and learning styles; faculty participant panels; as well as other conference sessions and activities. The Symposia were scheduled to facilitate the attendance of classroom students, other professors, and educators within the regional area. In this manner, the campus was made aware of the progressive changes the transculturation program annually achieved at TAIU.

The language and culture immersion experience in Mexico provided the major motivation for many faculty to participate in the program. Having completed their academic and conference commitments during the year, twenty participants would spend three weeks between semesters learning to speak some Spanish as well as understanding the structure of the language. This training led to an important understanding of the way many of their Mexican American students wrote and spoke English.

PROJECT RESULTS: The transculturation program succeeded in every dimension proposed for personal and institutional change. The participating faculty emerged from the project with a new cultural awareness and competency that have resulted in a variety of creative teaching approaches in their classrooms; continued Spanish language practice and more formal instruction; grant writing to revise their course curriculum; the organization of new undergraduate degree programs in international business management and marketing; and, proposed exchanges and internships between for students and faculty within the U.S.-Mexico border.

The project is being instituted at TAIU with the Spring 1993 seminar underway. Dissemination plans include the submission of a new grant proposal to FIPSE and continuing discussions with the TAMU System to implement the program system-wide.

SUMMARY AND CONCLUSIONS: As students became aware of the faculty development program through the annual Spring Symposia, their respect and admiration for their effort were communicated to several project participants. In reality the transculturated faculty often knew more about the history, culture, and language of their Mexican American students than the students knew themselves. This fact allowed the faculty to serve as true role models for students whose background they had earnestly studied and intimately experienced. A greater emphasis needs to be placed on faculty development opportunities to effect structural changes on campus.

PROJECT OVERVIEW

The transculturation of faculty at Texas A&I University (TAIU) started with the recognition of important changing demographics characterizing the student body. In 1989 the incoming freshmen population who were Mexican American students had grown to over 60 precent. Many of these students, coming from either recent immigrant families or from pioneer settlers in South Texas, were also first generation college students. They presented to TAIU both special problems and special opportunities that also were confronting a number of other institutions of higher education throughout the United States. Texas A&I University had achieved a designation as a "minority institution" in 1979.

The vast majority of faculty at TAIU were not recruited to the University with the understanding that they would be teaching such a large and growing minority population. In other academic and economic climates, these changing demographics might have resulted in more faculty leaving the University. However, the majority of faculty at TAIU are older tenured professors. And the University simply does not offer competitive salaries which would attract Hispanic professors coming from smaller doctoral-level cohorts every year.

The percentage of full-time Hispanic faculty employed during the regular semesters had fluctuated slightly over the years but was at 7 percent in 1988. It had never risen over 8 percent of the faculty and included Cuban, Spanish, and South and Central American professors whose cultural background and language styles varied significantly from the four Mexican American professors at the University. The future prospect for TAIU was then and remains today - a relatively non-changing Anglo American faculty and an increasingly higher percentage of Mexican American students.

A Strategic Planning Committee at TAIU focused on the growing problem of student retention in 1988. Their recommendations resulted in the organization of a new academic college, College I, to focus on the needs of the incoming freshmen. The primary goals and activities of the College were to acculturate students to college life. The Committee did not address the cultural factors separating the majority faculty and minority student body at the University. Efforts to acculturate only the student body to fit an Anglo model of higher education without attempting to change the institution to accomodate the cultural and demographic reality of minority students are bound to fail. A one-way process of change is counter productive. Transculturation involves a two-way process of change by attempting to acculturate the faculty toward the history, culture, and language of the majority of students at TAIU.

A Task Force on Hispanic Affairs also was appointed in 1988. In his charge to the committee, the University President called for the development of "competence and sensitivity of our faculty to our minority enrollment." The Task Force immediately identified the dual problems of student retention and faculty development as the most pressing issues facing the University. There was evidence that the two were correlated problems.

The Transculturation Project's co-directors were members of the Hispanic Task Force. They defined and developed the concept of transculturation as a socialization process which involves both formal education and personal experiences to create a new mind set on social reality. They submitted a proposal to FIPSE to develop a three-phased, faculty development program for transculturation. The phases entailed cumulative activities over an academic year and a three week period between Spring and Summer Semesters each year. The activities planned involved formal instruction, an annual symposium, and travel to Mexico for language and cultural immersion.

The faculty targeted for transculturation initially were 10 College I faculty and professional staff. College I faculty were to receive release time to advise and teach freshmen students how to succeed in college as well as provide remidial instruction in reading, writing, and math. Their release time was planned to accomodate the transculturation program as effective preparation to recognize ethnic issues in their counseling and teaching approaches. However, funding for College I was insufficient to provide the release time for the projected number of faculty to participate in the transculturation project. As a result, we sought the voluntary participation of faculty throughout all the six colleges at TAIU (Agriculture and Home Economics, Arts and Sciences, Business Administration, Education, Engineering, and Graduate Education) who would be interested in undergoing transculturation without receiving release time to participate.

The response from the faculty far exceeded our expectations. We recruited a majority of voluntary participants without offering release time benefits each semester of the program. Our grant funds allowed us to provide replacement time for approximately two professors each semester to participate. At the end of three years, a total of 60 primarily freshman contact faculty and professional staff were transculturated.

Three major symposia were presented that incorporated a large number of significant presentations by nationally and internationally renowned, Mexican American scholars. An impressive number of presentations and workshops were made throughout the three year period by the faculty participants as well as the project co-directors. The U.S. Department of Agriculture funded a second proposal to use the transculturation model to develop faculty in four Southwestern states. The proceedings of the USDA program are being published currently. A dissemination proposal has been submitted for the next round of FIPSE grants. The program has been instituted at TAIU. There are efforts underway to incorporate the faculty development program within the Texas A&M System of universities, of which Texas A&I University is a part.

The educational environment at TAIU continues to be culturally sensitized and substantively knowledgeable to accomodate the learning styles of both majority and minority students. The transculturated faculty have gained a permanent interest in South Texas, Mexico, and the Spanish language. They continue to practice their language skills in small groups. A large study group of our last semester's participants has been formed and recently has received grant funds to systematically design new teaching approaches to incorporate culturally informed learning styles.

PURPOSE

Mexican American students comprise 60 percent of the student body at TAIU. As their number has continued to increase over the last twenty years, problems surrounding student preparation, retention, and graduation also have increased. Among the recognized factors associated with the success of minority students in educational institutions are the availability of financial aid; academic programs to offer remedial preparation in basic skills; advisement and counseling services to insure adequate development toward career goals as well as to support the transition into an alien institutional environment; and, culturally sensitive and competent faculty, professional staff, and administrators.

Colleges and universities have responded to the rapidly increasing number of minority students on campus by organizing a large number and variety of special programs and services to educate and acculturate them into the traditional structure and functions of institutions of higher education in the United States. The goal of most of these efforts has been to assimilate nontraditional students into a mainstream cultural model of education. Change has been required almost exclusively of ethnic minority students in order for them to fit into the educational system of the ethnic majority.

Educational institutions have resisted structural changes to accomodate the cultural perspectives of a growing number of college students. Few programs have focused on changing traditional approches to education within the classroom and in administrative offices. Faculty and professional development to transform and adapt the pillars of the educational institution to fit the new multicultural student body rarely is available. The majority of faculty are unaware of important language and cultural differences that characterize their students. Although the majority of educators tend to be sensitive and caring people, their good intentions are not enough to make them effective instructors. They need cultural training and scientific information to interpret reality from a minority perspective.

Also, many faculty tend to be indifferent toward the available program and services to help students succeed in their education. These programs are perceived by faculty as spoon-feeding methods of instruction or a watering down of the college curriculum and as marginal to education; often allowing students to fail in a course instead of incorporating any new programmatic approaches into their courses or even referring students to any academic service programs. The programs are held in low esteem by faculty and administrators alike and they are often located on the pheripheral edges of the campus.

A one-way process of change simply leads to unreasonably high personal costs in the educational process as well as to high rates of failure by minority students. A two-way process of change is required to meet the needs of cultural minorities on campus. Transculturation experiences for students, faculty, professional staff, and administrators will result in the mutual assimilation of groups within the university setting. This process will effect significant attitudinal and institutional policy changes having behavioral and structural implications for both educators and students involved in higher education. A mutual momentuum for change creates the best fit between growing numbers of minority students and relatively stable numbers of majority faculty whose proportionate representation is unlikely to change in the near future.

Faculty development programs are difficult to organize and maintain as on-going offerings on campus. Substantive issues center on what to teach and who should teach about ethnic minorities and not necessarily on how to teach ethnic minorities. Organizational issues pertaining to when and where to offer courses of study during the academic semester; how to identify and select faculty to participate in an educational program; and, how to motivate faculty to make a full commitment to the program on campus. The co-directors combined their expertise and collegiate networks to divide the labor proposed for the project. Dr. Rosario Torres Raines is a professor of sociology and director of the Southwest Borderlands Cultural Studies and Research Center; a Mexican American female born in South Texas. Dr. Ward S. Albro is a professor of history and director of International Programs; an Anglo male specializing in Mexican and Mexican American history.

Dr. Torres Raines was responsible primarily for compiling a post-graduate course on Mexican Americans in the U.S., staffing the weekly seminars with Chicano scholars, and conducting the project evaluation. Dr. Albro was responsible for identifying and recruiting faculty and staff participants and organizing a language and cultural immersion program in Cuernavaca, Mexico. They both lectured within the program as well as organized and presented an annual spring symposium. Over the three year span of the faculty development program, both of them made independent and joint presentations at professional meetings and conferences throughout the country. What a Mexican American woman could not say to an Anglo group gathered for a presentation, an Anglo professor could say and have the group listen and seriously consider the point. The reverse was also true when speaking to a minority group.

BACKGROUND AND ORIGINS

Texas A&I University is a small state institution in South Texas, closely located to three main twin-city gateways into Mexico along the U.S.-Mexican border: Laredo-Nuevo Laredo, MacAllen-Reynosa, and Brownsville-Matamoros. Kingsville, Texas in Kleberg county, has a majority Mexican American population as do all the surrounding counties from which the student body is recruited. The University is the only full-fledged institution of higher education in South Texas with six academic colleges, several research institutes, and a complete athletic program which enjoys a nationally recognized reputation. College I, a seventh college on campus, was organized in 1989 to house most of the student programs and services including testing, guidance and counseling, remedial courses and academic tutoring services, as well as other programs and services. TAIU formed the main campus of the South Texas University System before becoming part of the Texas A&M University System five years ago. Two other TAMU system institutions in South Texas are upper division schools in Laredo (Laredo State University) and Corpus Christi (Corpus Christi State University).

All these campuses are designated minority institutions with more than 50 percent of their student body being Mexican American and other ethnic minority groups. There are approximately equal numbers of male and female students at TAIU. Seventy-five percent of the students are supported through some form of financial aid. The overwhelming majority of the faculty are fully tenured, Anglo American, male professors teaching in the Colleges of Agriculture and Home Economics, Arts and Sciences, Business Administration, Education, and Engineering. The typical teaching load is twelve academic hours with responsibilities for fall and spring preregistration academic advisement and designated office hours. The major portion of a professor's time is consumed in classroom teaching with the teacher-student ratio being approximately 18 students per instructor in a course.

College I was designed to be the point of entry for all incoming freshmen students into the regular academic colleges. All initial placement tests are conducted in College I as well as academic advisement for general education criteria courses. An orientation or "success" course is required of all freshmen within the College. Developmental studies in reading, writing, math, and algebra also are required of freshmen testing at low levels of academic skills. These are noncredit courses to prepare students to complete regular course hours. An Academic Skills Lab and Reading Lab within the College provide a variety of programs and services including group instruction and tutoring in most subjects.

College I staff and faculty were intended to be recruited from the ranks of the academic colleges and student service areas. Full-time faculty were to receive release time to plan and teach the developmental courses as well as to provide academic advisement for all freshmen. Since they would be the first contact for incoming students, College I faculty were deemed to be the most appropriate group to involve in a transculturation program. They would derive the most benefit from their experiences and be in the best position to implement what they learned through the project. However, the expected level of funding to support the incorporation of regular faculty into the operations of College I did not materialize in 1989-90 state budget negotiations. While faculty and professional staff within the College were committed to participate in the seminar and symposium components of the project, they were finding it difficult to travel to Mexico during the proposed time period because the dates conflicted with scheduled times for prepregistration advisement of freshmen students; which became their responsibility when the faculty advisors were unavailable. It became necessary to approach and recruit fully scheduled academic faculty to participate in the program without release time support. The project did provide five slots of replacement time for those faculty that could be replaced by graduate teaching assistants in lower-division courses. Not all the recruited faculty were able to employ academic replacement support.

The number and commitment of recruited faculty for the first seminar of the transculturation program was a happy surprise for the co-directors. Fourteen participants representing all the academic colleges within the University were involved in the first offering of the program in Fall 1989. The seminars were scheduled from 2:00 to 5:00 p.m. on Wednesdays every week. They were organized as traditional graduate seminars encompassing classroom lecture and discussion periods. The seminars were repeated in the Spring semester with another cohort of faculty and staff participants and many of the same expert consultants directing the seminars. Ten transculturated faculty participated in annual symposia organized to extend and publicize the program beyond the selected group and especially among the student body at the University.

Following the end of the Spring semester and before the start of the 1st Summer Session, twenty participants traveled annually to Mexico for a three week language and cultural immersion experience at the recognized Spanish Language Institute in Cuernavaca; the long-established center of Spanish language instruction in the Americas. Between the Fall of 1989 and Spring of 1992, 60 faculty and staff members of Texas A&I University were transculturated through a systamatic development effort that in many ways paralleled the activities available to entering minority students in College I.

From the beginning of the faculty development program at TAIU, the project directors had the full cooperation of the President, Vice President for Academic Affairs, and other academic administrators and student service personnel. The administrators recognized the significance of the project's philosophical goals for institutional transformation and listened to participants' comments on the quality of instruction and experiences throughout the three years of the program. The support the program enjoyed from its origin helped to insure its continued success. Texas A&I University is committed to the continuation of this faculty development in some feasible form beyond the grant support period. The actual plans for continuation and dissemination follow in the Project Results section of the report.

PROJECT DESCRIPTION

The transculturation program for faculty development was comprised of three main components: 1) a three hour weekly seminar in Mexican American studies that was organized each Fall and Spring semester, 2) an annual Spring symposium, and 3) a language and cultural immersion program in Cuernavaca, Mexico that was scheduled during a three week break between the end of the Spring semester and before the start of the 1st Summer Session. Ten participants were selected each semester from the predominantly Anglo faculty and staff throughout the University representating all the academic colleges and College 1 professional staff.

A total of 6 seminars were completed using a post-graduate course format and conducted by visiting Mexican American scholars and consultants. (See the course syllabi and semester calendars for each year in the Appendix of the report.) Three annual Spring Symposia were held with the goal of extending the program to all campus educators, students, and interested people in the regional area. (See the programs for each of the Symposia in the Appendix of the report.) Three language and cultural immersion program were organized at the Spanish Language Institute in Cuernavaca, Mexico for a total of 60 faculty and staff members of TAIU which included approximately two-thirds of the freshmen contact faculty at the University.

The seminars were organized to present a complete profile of the Mexican American population in the United States and to focus on the most important issues facing this population. They were planned to systematically develop an awareness and understanding of the history, culture, and language of this ethnic majority in South Texas and the second largest minority in the U.S.. Consultants were selected who were recognized Mexican American scholars in their respective fields including history, political science, sociology, psychology, demography, immigration, language, and education. A workshop on the new research and methodology in teaching and learning styles was presented each semester by consultants from our Region 2 Education Service Center.

The participants were recruited from across the University and the majority had never studied social science or humanities to any signficant depth. Many had taken an undergraduate course in either introductory sociology or psychology long ago in their early academic careers. The information they were presented was often new or controversial from their unique educational perspectives. Professors in agriculture, business administration, and engineering rarely had opportunities to discuss social, psychological, historical, or linguistic research findings on ethnic minorities.

The Hispanic consultants also were often unsure about what level of presentations should by made to tenured college professors in the physical sciences and professional schools. They needed reassurance that their involvement would not require a tremendous amount of new research and preparation for their lectures. We often requested basic presentations to be made to intelligent but unaware participants wanting to learn about Mexican Americans in U.S. society. Most consultants were eager to have the opportunity to discuss their research with interested colleagues in positions that could make a real difference in the lives of Mexican American students. They all related how they wished they could make the same impact on their own campuses where their expertise and scholarship often goes unrecognized by colleagues that could benefit from it to recruit, retain, and graduate minorities.

The seminars began with sociocultural and demographic profiles of Hispanic people in general and more specific information on Mexican Americans in the population as well as in the State's institutions of higher education. Dr. Rosario Martinez, formerly with the Texas Higher Education Coordinating Board, was a recurring consultant to the project. She was able to present not only the current educational profile of Mexican Americans in higher education, but also to discuss the State's plan for improving educational opportunities for minorities in Texas. She would trace landmark decisions and policies that have impacted minorities in the State's educational system. She also would review our own University's plan submitted to the Coordinating Board outlining goals and objectives for providing an adequate education for our minority student body.

The basic demographic picture of Mexican Americans in the State and the nation was followed initially by either a lecture on the history of Mexico presented by Dr. Ward S. Albro, project co-director, or by a lecture on the sociocultural and psychological reality of minorities and, specifically of Mexican Americans, in U.S. society by Dr. Torres Raines.

The objective of the sociological lecture was to draw attention to the structural character of our society and ethnic subcultures within it that manage to survive within an often hostile and alien environment. Structural racism and its effects on minority populations was revealed in the poor showing of so many minority people within the institutions of the economy, the polity, and education. It's impact on the confidence and self-esteem of minority populations was evident also in low achievement scores and records of minority students.

A sustained focus on the organization and functions of our institutions was intended to prevent a "blame the victim" mentality which is common among Americans with a ruggedly individualistic perspective. Our Anglo faculty participants often found it difficult to assume a sociological perspective on the cultural and social systems as well as on social statuses and roles that individuals are ascribed to or achieve in our society.

The lectures on the history of Mexico, Texas, and U.S. relations were very important in establishing a foundation for the patterns of racism, discrimination, fear, and hostility that characterize Anglo and Mexican American interaction. From the formative encounter of European and Native American people that produced the Mexican mestizo population and later produced a Mexican American minority in the U.S., out of another hostile act on the part of Anglo American invaders into Mexico, the experiences of Mexican origin people have been complex and difficult. As colonized populations both in Mexico and in the U.S., they have suffered economic, political, and educational deprivation. These experiences have placed almost insurmountable barriers on the road to success for Mexican Americans in the Southwestern states bordering Mexico. Here the struggle for economic, political, and educational survival is both the oldest and the most recent reality facing this minority population.

Other important issues and problems centered on the impact of immigration on the Mexican American population; the student dropout dimensions; the Mexican American family; rural and urban values of Mexican Americans; generational identity; the integration of language and culture for Mexican Americans; and, cognitive styles and cultural democracy in the education of Mexican American students. Lectures and discussions on these issues were presented by top scholars researching and writing in these areas. Such noted experts as Manuel Ramirez in educational psychology; Gilberto Cardenas in immigration, David Montejano in Mexican American history; Margarita Melville on the Mexican American family; Guadalupe San Miguel on education of the Mexican American in Texas; Jorge Chapa on demography; Tatcho Mindiola on cultural values; Homer Garcia on ethnic identity; Leo Carrillo on language and culture, are some of the distinguished consultants that directed the seminar sessions throughout the three years of the program.

The consultants were asked to serve not only as weekly seminar presenters but also be available to speak to classes, other professors, student and community groups, and associations on the following day. However, being extremely busy people they often were unable to render two days of consultation services to the project. As a result, more than the originally planned number of consultants were feasible within the budgetary limits of the project each semester.

Each seminar also included at least one Mexican American student panel comprised to demonstrate the tremendous diversity of backgrounds and levels of acculturation which are evident in our student population. The students discussed their personal experiences growing up in families of different socioeconomic groups, generational cohorts, and acculturation levels. Their diverse experiences helped to breakdown any new stereotypes that may have been created in the process of breaking down old stereotypes of this population. The students represented Mexican nationals with both limited English and great bilingual facility and the entire spectrum of Mexican Americans who have managed to hold on to their Spanish language as well as those who no longer speak any other language than English.

These panels allowed for direct interaction between professors and minority students that led to interesting exchanges in cultural points of view. Professors actually understood that Mexican American students' respect for elders often made it difficult for them to ask questions or critically examine ideas and materials presented by them in class. Even eye contact and other body language carried different connotations within their different cultures. The importance of the Mexican American extended family and the manner of interaction within large kinship groups was an important revelation to Anglo educators who recognized only the nuclear family's significance. Professors tended to view Mexican Americans' friendly and intimate conversation and formal manners as quaint and unimportant skills within their own relatively small and independent families. Some of the most important information was learned through student panel interaction with the participating professors.

A one to two-day workshop on learning and teaching styles using the 4MAT System was scheduled within each semester's seminars. The workshop alway began with determining the particular brain orientation and teaching style of each participating professor. The theory and practice of the 4MAT System was presented during the workshop which proved to be one of the most relevant exercises for the participants to apply within their own classroom settings. Their new perspectives and skills in determining their students' learning styles was a beneficial finding for both their minority and majority students. The individual needs of each student in the presentation of classroom information were very evident in the lectures and activities that formed the teaching and learning styles workshops. These lessons proved beneficial for teaching both student groups in the classroom, not just Mexican American students.

During the Spring seminar each year, Prof. Francisco Ramos, director of the Spanish Language Institute in Cuernavaca, Mexico, was asked to make a presentation on the relevance of language to culture. Prof. Ramos' extremely interesting seminar provided the rationale underscoring the significance of the language training the group of participants would undergo at the end of the semester. His visit also provided an opportunity to personally meet someone that could answer important questions about their upcoming experiences. He helped to reassure them in many different areas pertaining to their travel and lifestyle over a relatively extended period of time. His personality and behavior toward the group was an excellent example of what to expect from Mexican people and how to respond accordingly.

The annual symposia involved a complete effort in organizing and presenting a two-day conference. The conference schedule included day and evening sessions; a luncheon acknowledgement of the participants in each seminar group; keynote presentations by renowned scholars and reseachers; panel presentations staffed by project participants; and, half-day workshops and special training sessions on educational implications of mass media, cooperative learning awareness, and familiarity with Centers of Hispanic educational opportunities, policies, and research in Texas.

The symposia required additional consultants often coming from farther away locations, meeting rooms and equipment facilities, greater preparation and publicity efforts, session evaluations, and special invitations for different groups and individuals to attend particular sessions and activities throughout the conference. All three annual symposia were extremely successful events as judged by the competence of the speakers, the quality of their presentations, the audience size and participation, and comments and assessments on evaluation forms for each session. (See the annual symposia programs in the Appendix of the report.)

The language and cultural immersion experience required travel into Mexico, a foreign country which was indeed a distant neighbor to the majority of the project participants. To a large extent this component of the program provided a major motivation to participate for the faculty and professional staff. It was nevertheless a challenging experience that called for Spanish language training for a majority of people who had never attempted to speak a foreign language before.

The cultural immersion experience also required the participants to live with Mexican families for a three week period and to use their developing communication skills in their everyday interaction. It involved intensive language training for six hours a day for five days a week; additional elective sessions on a one-to-one basis; minicourses in cultural issues and social problems; written homework that was assigned and graded every day; and, organized tours to historical and archeological sites in the valley of Mexico.

The Spanish Language Institute cooperated in the planning of this component part of the faculty development program by offering lectures on art, history, psychology, and food preparation in English to our project participants. The immersion experience also demanded changes in eating schedules with lunch starting at 2:00 p.m.; different foods and food preparation methods; table etiquette that is expected among Mexican families; and, a selection of mass media that were almost exclusively in Spanish. The co-directors accompanied the group to Cuernavaca and presented lectures comparing the history and culture of the Mexican and Mexican American population. Special excursions were organized to expose the group to the life and people of Mexico.

Although fear and anticipation ran high for the majority of the participants immediately prior to their trip to Mexico, their experiences in living with Mexican families were the best evaluated component of the entire project. Strong identification and affiliations were formed between participants and their Mexican families. The celebrations and rituals that were enjoyed in the company of their families produced a new cultural perspective that was the real goal of the entire transculturation project. The language, music, sights, and faces that had surrounded them daily in South Texas suddenly became new, interesting, and important elements in their geographic and cultural adaptation. They understood the significance of family group interdependency; the importance of respect and formal etiquette to effect cooperation in large kinship groups; the necessity of language to enter a different cultural reality; and, the pride over the accomplishments of early native civilizations that formed the cultural and intellectual roots of Mexican origin people long before the pilgrims landed at Plymouth Rock. They returned with new eyes to see their students and with new appreciation for their students' bilingual and bicultural abilities.

PROJECT RESULTS

The transculturation program succeeded in every dimension proposed for personal and institutional development. Scientific information was presented by knowledgeable experts in Mexican American studies to interested faculty which formed part of an interdisciplinary group meeting in small seminar fashion. The seminars were conducted by recognized Mexican American scholars who tend to be keynote speakers at professional meetings and conferences. The seminar format allowed for critical thinking and interaction between the presenters and small groups of program participants in a postgraduate course on Mexican American studies.

The annual symposia provided an opportunity for all campus educators and students to indirectly participate in the transculturation program over a two-day period. Symposia sessions were scheduled to coincide with classroom periods in order to allow professors to bring their entire classes to hear the presentations being made throughout both days. Students learned of the developmental activities many of their own professors were undergoing. This amazed and excited many Mexican American students. A mutual process of identification and understanding between students and transculturated professors gradually seemed to unfold. Student panels presented during the annual symposium also provided other students as well as participating faculty an opportunity to confirm the wide range of diversity demonstrated on campus. Their individuality was evidenced through their give-and-take interaction with professors. Ultimately, many stereotypes were challenged and destroyed.

The travel to Mexico for language and cultural immersion was the most successful component of the project in fulfilling the purpose and reaching the goal of transculturation. A foreign language is never mastered in three weeks time. However, what was learned about the significance of language in understanding a culture; the structure of language in formulating sentences, ideas, perspectives on reality; and, the skills and benefits of bilingualism was invaluable. The faculty's first-hand observations and experiences of Mexican families' values, beliefs, rituals, celebrations, and daily relations led to comparisons with lifestyles of Mexican Americans in the U.S. that clearly demonstrated the structural barriers in our society encountered by their students and their families.

In Mexico, a new cultural perspective emerged. The view was both knowledgeable about and sensitive toward people of Mexican descent. In many ways both the Anglo American and few Mexican American faculty participants actually know more than their minority students about students' history, language, and culture. Many students have not been given the opportunity to take courses on their own history and culture. Our academic offerings and their degree plans do not allow for such course options. However, transculturated faculty can now function as true role models for their minority students although they are not members of the ethnic minority group. They have developed their competence and sensitivity to the point that can instill pride in their students coming from a cultural background they know and understand intimately. That is the essential requirement to serve as a role model - the capacity to put oneself in the place of the other and assume the role of the other.

The evaluation plan for the project encompassed five main components: 1) pre- and post-tests for each seminar session; 2) a three-part written evaluation for each instructional session; 3) the development and piloting of a transculturation scale; 4) standard conference evaluations for each session in the annual symposia; and 5) language placement and exit tests for the three week immersion program in Mexico.

The instructional component of the program was evaluated through the use of pre- and post-tests developed by the Mexican American scholars that directed each seminar. (See examples of the pre-post-tests included in the Appendix of the report.) Consultants were asked to identify the most significant concepts and issues in their presentations and generate a content assessment of their material. The pre- and post assessments were used not only to test the knowledge and understanding of the information presented, but also to use as an outline and guide of the speaker's presentation.

The pre-tests were given at the start of each seminar for approximately a 10 minute period. Post-tests were distributed to the participants prior to the start of the consultants' presentation to use as lecture guides and as assessments. In this manner at the end of a presentation, a participant could refer to any concept on the test to ask questions about or to ask for additional information. Copies of the post-tests were returned to the faculty at the following seminar session.

As expected most of the information presented to the project participants were new data and perspectives. Pre-tests tended to go rather quickly unless the group included Mexican American faculty that had some social science background or experiences and wanted to demonstrate their knowledge. All the presentations generated questions and comments from the faculty. There was usually alot of interaction with the presenters during and after the seminars. There never seemed to be enough time to completely discuss and digest the issues being presented in the seminars. Our semester calendars called for weekly consultants. There were no exclusively discussion sessions scheduled. One recommendation is that there should be sessions in which the participants can critically evaluate what they have heard among themselves and come to some conclusions on the data presented by previous consultants.

As organized, post-tests did not allow for a true experimental design outcome. Since the post-tests were also used as guides for the actual presentation, these assessments always indicated an almost total or perfect understanding of the concepts being learned. Many of the participants would take their notes on these tests and have the test completed by the end of the seminar. This is why a general discussion session would have been a better assessment of not only what concepts they could define, but also what they thought the concepts actually meant.

Seminar participants were given a three-page evaluation form at the end of each seminar to be completed and returned at the next seminar session. (See a copy of the evaluation form in the Apprendix of this report.) The evaluation reqested general comments on each presentation in some detail. The form also required information on the appropriateness of the material for the participant's particular purposes. It asked the faculty to note how the information could be applied in both personal and professional life. The third section of the evaluation report asked the participants to rate the quality and level of the material being presented. We were interested in that the lectures not go over the heads of faculty that represented both physical and social sciences as well as professional schools; however, we were also concerned that the material not be so basic as to be condescending to the individuals involved. The project participants were given a week to return the completed form on the following seminar. This allowed time for them to evaluate the seminars.

The general reactions to each of the consultants tended to be very positive. We believe many of the faculty were surprised how much they learned about their students and the Mexican American population in South Texas and throughout the U.S.. Their thoughts on how to apply the information to their particular classroom or personal situations tended to vary with the nature of the material being presented. As important it was, it was difficult for most to know exactly what to do with the history lessons they learned. On the other hand, many of them immediately attempted to apply what they understood about brain orientation, teaching, and learning styles.

It is extremely difficult to guage changes in attitudes which produce new perspectives on reality. These are evident only after a period of time that results in new patterns of behavior and different reactions to people and situations. However, many of our participants have reported these differences. A new level of understanding pertaining to the significance of Hispanic families and values as well as new teaching styles combining both left and right brain approaches have become a part of the attitudes and behavior of many transculturated faculty.

Currently, a relatively large group is involved in an intensive training program on learning styles to transform a number of their classes using new teaching approaches derived from their experiences in the transculturation project . Grant funds were obtained by this group to began to rewrite their curriculum and test their results through an experimental design. They have learned that the changes they bring to their classrooms have benefits not only for their Mexican American students but for all their students in general. The diversity and individuality of students have become recognized as important variables in the education that occurs in the classroom.

A transculturation scale to measure the degree of movement from an Anglo American to an Hispanic cultural reality is still being developed. A good bibliography was constructed during the first year. The literature, as envisioned, dealt exclusively with the acculturation of minorities into the mainstream, Anglo American culture. Several scales have been devised to measure the level of acculturation of generations of Mexican Americans into U.S. society. All of these models failed to measure any significant factors associated with transculturation. Most of them emphasize the degree of Spanish language used in speaking, reading, watching television, and in other forms of mass media. In reality these scales actually guage the distancing away from Mexican culture that characterizes the acculturation process, rather than the momentum toward learning the U.S. mainstream culture. There are no scales that measure movement toward a new cultural reality.

Several discussions were held by Dr. Torres Raines and psychology and sociology consultants on the dimensions of a transculturation scale. The prospect of devising such a scale excited everyone who understood the concept of transculturation. The organization and demands of the faculty development program, however, did not allow the necessarity budget or time to conduct the type of research required to produce and pilot a new socio-psychometric instrument. The project's seminar consultants had to be contacted and recruited; placed on a syllabus-calendar; often picked up at a metropolitan airport 40 miles away; introduced, tape-recorded, and interacted with at their presentations; pre- and post-tested; evaluated; and, either taken to a later presentation, taken to dinner, or returned to the airport.

The language program in Cuernavaca is also full of closely supervised and guided activities and does not allow for research hours. The one summer session allotted for this activity in the project's timetable is usually taken up by planning for the following round of fall semester seminar consultants, identifying of participants, and planning for a spring symposium. Both Dr. Torres Raines and Dr. Albro also needed to teach at least one summer semester to fill the course offerings of their respective departments.

The development of a transculturation scale remains a research goal that could be incorporated within the scope of a dissemination grant. Through the interaction of a number of consultants who have participated in the project over the last three years, a scale could be developed and piloted. The scale(s) could be included in a workbook type format to accompany the dissemination model.

The annual symposia were evaluated using standard conference session evaluation forms. These were distributed to the large number of people who attended these sessions over a three year period. The evaluations clearly demonstrated very high positive responses to each of the programs.

The first symposium, entitled "Diverse Experiences in Transculturation", focused on the process of acculturation as it has been researched by Mexican American scholars. Israel Cuellar, Ph.D. in Pychology, discussed his findings using one of the first acculturation instruments which he produced on levels of acculturation of Mexican Americans. He responded to questions from a panel of transculturated faculty who discussed the application of his acculturation scale to Anglo subjects and the pitfalls involved in using this measure on nonminority populations. Carlos E. Cortes, Ph.D. in History, discussed media stereotypes of Hispanics in the U.S.. He also conducted an excellent workshop for the TAIU faculty on educational implications of the mass media for Latinos. Both presenters were rated very high in all dimensions of the evaluation form.

The second symposium, "Transculturation: A Momentum for Mutual Change", dealt with the psychological factors involved in undergoing acculturation. Sylvia Pena, Ph.D. in Educational Psychology, discussed the pain and process of acculturation and assimiliation. Aida Hurtado, Ph.D. in Psychology, also discussed research to reformulate and expand the concept of acculturation. The complexity of the process of acculturation and its personal impact on individuals were well demonstrated by both presenters as evidenced in both the evaluation forms and in the number of questions and comments that were elicited by the presentations.

Students in the audience were very impressed with the personal antedotes related by Dr. Pena who recently was named Educator of the Year by the Texas Education Association for Bilingual Education. Dr. Hurtado's research on a large sample of Latino households in California provided insights into what the population projected as its future needs and interests as they became increasingly acculturated members of U.S. society.

The second symposium was part of an entire week of activities planned by the project co-directors to focus on the U.S.-Mexico borderlands region. These activities included an Hispanic art exhibition; a panel presentation on the various centers of Hispanic educational opportunities, policies, and research (the Tomas Rivera Center, the Hispanic Association of Colleges and Universities, the Intercultural Development Research Association, the Texas Association of Chicanos in Higher Education, and the Texas Higher Education Coodinating Board); and, a panel discussion on the quality of student services available with the community colleges in South Texas. After their panel all the community college representatiaves participated in a discussion on how to coordinate their services for students within the regional area.

Dr. Torres Raines, project co-director, presented the 11th Annual Faculty Lecture on the "U.S.-Mexico Border: Social, Political, and Economic Dimensions of Interdependency," which was included within the schedule of events for the second FIPSE symposium. This week-long set of activities maintained a high level of interest on the transculturation project on both the TAIU campus and within the regional area The community colleges all requested information on how their faculties and administrators could participate in the transculturation effort. The need for dissemination of this program within the area has become increasingly evident.

The third year symposium, "Transculturation: Maintaining the Momentum for Institutional Change," incorporated a diverse program focused on the profile of Mexican American faculty in state educational institutions; the character of faculty development programs identified in the Texas Plan submitted to the Higher Education Coordinating Board; a cooperative learning awareness workshop; and, a presentation on the impact of racial characteristics on the socioeconomic status of Mexican Americans. Edward Murguia, Ph.D. in Sociology, discussed the element of racism in the lives of Mexican Americans of color and having other physical differences from Anglo Americans.

The program planned for this symposium involved the largest number of consultants as presenters and had the highest level of attendance from students, faculty, and administrators within the University. All the evaluations resulted in excellent marks for every session. There were more presenters interested in participating in the symposium than there was time in the two day program to accomodate them.

The symposia established a format that was repeated in part every year. Transculturated faculty were involved in panel presentations or as panel respondants within the two-day programs. Participating faculty were always recognized for their commitment to the project and new faculty were identified and invited to enter the program during an awards luncheon. A panel was organized to demonstrate the diversity of the Mexican American students on campus. This panel always produced a tremendous amount of discussion and interaction among the student and faculty participants. Although this presentation could go on for hours, the student panel always closed the symposia in a very positive way.

The language immersion program was evaluated through an entry placement and exit examination. These exams often were conducted during the Spring seminars in preparation for going to Cuernavaca. Professor Francisco Ramos of the Spanish Language Institute, the language school where our immersion experience was organized, served as a seminar presenter each year. Professor Ramos is a perfectly bilingual instructor who is extremely effective in the classroom. He not only prepared the faculty by answering all their questions about life in Mexico and calmed their fears over the prospective three weeks, but he also assessed their level of Spanish language facility.

Upon arriving in Cuernavaca, the faculty were placed in their respective language level groups. A special schedule was organized for our participants that involved some lectures in English dealing with the culture and social psychology of Mexico. At the end of the three week language and culture immersion program, the faculty were tested again to measure their rate of improvement. The language ability the faculty tended to demonstrate over such a short period of time often amazed everyone of the participants. Their test scores were submitted to Dr. Albro who was responsible for this component of the project.

Certificates of completion were presented to each of the participants at the end of the three-week language program. The presentation of these certificates was always a very happy and self-satisfactory event. The cultural-competency and positive self-images of the faculty clearly were developed through the language and cultural immersion experience.

A steady stream of letters and telephone calls began to develop almost immediately after the project began operations. Many people from a large number of educational institutions, professional associations, and oranizations throughout the region, the state, and the U.S. requested information about and opportunities to participate in the transculturation program over the three year period. The project directors easily could have spend every month of the project's duration traveling to make presentations and to conduct workshops for diverse groups throughout the country. A total of 15 distinct presentations were made throughout the grant period; as noted in opening section of this report.

As a result of the demand for information a packet was compiled which included an abstract of the program; a current seminar syllabus; model letters to consultants; letters to participants; models of pre- post-tests; and, a copy of an article which appeared in the Chronicle of Higher Education in March, 1991, featuring the transculturation project at TAIU. This packet was sent to approximately 28 institutions throughout the U.S. during the 3 year period. We continue to fill requests for information about the program today.

The plans for continuation and dissemination began to develop even before the third year participants concluded their seminars and Spring symposium. The project co-directors submitted a continuation budget to the Vice-President for Academic Affairs during the Spring semester 1992. The budget ultimately was negotiated to a smaller size than proposed by the co-directors, however, it is sufficient to maintain the seminar and language immersion components of the program, if not the annual Spring Symposium, for the 1992-1993 academic year.

Discussion began in the Fall semester 1992 with the Texas A&M University system to organize a system-wide approach for faculty transculturation. Those discussion are continuing today. The goal is to incorporate the Texas A&M System in drafting and submitting a large proposal to several public and private funding agencies that could support one or all the components of the program. Texas A&I University, however, is committed to institute some permanent form of the faculty development program on this campus. (See the Transculturation Program Syllabus for Spring 1993 in the Appendix of this report.)

The co-directors also have submitted a pre-proposal for a dissemination grant to the Fund for the Improvement of Postsecondary Education in the next round of programs. The significant and success of the program truly merits a three year dissemination effort to develop a transportable model of transculturation. The possibility of producing such a model continues to interest all the consultants that have worked with us over the three year period. They have all expressed their commitment to continue to serve as consultants for no or very small honorariums in order to continue offering the transculturation seminars to our campus faculty.

While negotiations were going on with Texas A&M University last Fall, it was impossible to organize and operate a transculturation class. However, the Spring 1992 transculturation course is underway with 10 faculty participants that represent many new faculty in all the academic colleges of the University.

A follow-up plan for the last three-year participants is being devised to survey the continuing development of these people's attitudes, behavior, and Spanish language facility relative to their transculturation process. This survey should provide more data toward the construction of a transculturation scale. The research required in developing and executing this survey is the first major step being undertaken since the conclusion of the FIPSE funded program.

SUMMARY AND CONCLUSIONS

The FIPSE faculty development program at TAIU successfully transculturated 60 faculty, professional staff, and administrators over a three year period of time. The program consisted of three major components including 1) a postgraduate weekly seminar in Mexican American studies presented by Mexican American scholars; 2) an annual Spring Symposium open to the student body, the University's faculty, and the regional area; and, 3) a three-week Spanish language and cultural immersion experience in Cuernavaca, Mexico.

The participants were selected on the basis of recommendations made by Deans of the academic colleges, Chairs of the various departments, the Dean of College I, as well as by invitation from the project co-directors. The objective was to select 10 freshman contact, tenured or tenure-track faculty representing each of the academic colleges within the University each semester.

As a result of the transculturation program, the structure and functions of the institution have undergone significant change. Transculturated faculty within every academic college have become involved in some effort to recognize and appreciate the language and cultural factors that characterize the Hispanic student body and regional area. Faculty within the College of Agriculture received a grant from the U.S. Department of Agriculture to transculturate faculty in four Southwestern states through a series of conferences and workshops organized around the FIPSE project model. The College of Business Administration's participants have organized and submitted a new undergraduate degree proposal in international marketing and management focused on Mexico and South American countries instead of Pacific Rim countries as most other international programs are focused.

Faculty within College I and the College of Arts and Sciences have organized several new programs within the various departments to include new learning and teaching styles. Faculty within the Southwest Borderlands Center and industrial engineering participants in the College of Engineering are attempting to develop international internships in business and industries involved in maquiladora / twin-plant activities. The College of Education's faculty is establishing relations with a number of Mexican educational institutions to coordinate Master's and Doctoral joint programs that would grant advanced degrees to faculty teaching in Mexican colleges and universities.

Through the transculturation of the pillars of Texas A&I University the structure of the University has changed and the minority status designation has begun to be perceived as a positive label by many faculty participants. The otherwise good intentions of the majority of faculty now carry substantive knowledge of the history, culture, and language of the majority of the students on campus. More opportunities to help students reach their full potential through the use of new teaching and learning approaches are perceived by transculturated faculty. The importance of learning Spanish is becoming clear to a large number of faculty and project participants who have continued to meet in organized groups weekly within the Center for Continuing Education to practice their language skills. An appreciation of the people and culture coming from Mexico has developed among them as well as an interest to learn more about South Texas and to return to see more of Mexico in their future travels.

Recommendations to other practitioners interested in organizing a transculturation program include a realistic perception of the considerable amount of time required to organize and implement all the major components. Organizing weekly seminars, however, does not allow enough time to discuss and digest the information which is presented every week. There is a need to schedule class sessions for general discussion and evaluation of the presentations.

The Mexican culture and Spanish language immersion experience was crucial to the transculturation effort. Whether participants provide all or some of the cost involved in traveling and living in Mexico, this dimension must be included in the program. The possibility of conducting the entire transculturation program in Mexico over a 6 weeks Summer Semester in Mexico could be explored. The participating faculty, however, would have to be willing and financially able to devote one summer session to this program.

Over the last three years of our involvement with this program, we have learned of an increase in the level of racism and inter-ethnic hostilities on college campuses in our own state of Texas and throughout the U.S. Most of the program presentations intended to resolve these problems that we have attended, during conferences where we presented our faculty development project, were focused on student oriented changes. Rarely did we encounter any organized and systematic approaches to working with faculty, staff, or administrators where multicultural lessons were to be learned. In all our presentations our transculturation project was judged to be a new and important approach to the problems associated with the growing diversity of college students.

The ideas that formed the philosophical foundation for the transculturation program actually have been reinforced over the last three years. The need for such a program is evidently clear. A transculturation approach is applicable in raising the level of awareness and sensitivity between majority and minority populations as well as among growing numbers of minority populations. The design and dissemination of transculturation models focusing on the history, language, and culture of diverse groups in the U.S. are highly recommended projects for interested practitioners.

INFORMATION FOR FIPSE:

1. FIPSE was especially helpful in exploring and guiding the development of a full proposal. The telephone conference(s) with our project director, Helen Scher, have always been very creative

and informative. The participation and exchanges that occurred at annual Project Directors meetings also were very helpful.

2. FIPSE staff should solicit and consider more projects aimed at faculty development opportunities. So many of the existing programs and projects are focused on student learners. College and University faculty are funded by other private and federal agencies mainly to conduct scientific research in academic areas. While many of the program FIPSE funds are extremely creative endeavors taking place on college campuses, relatively few regular classroom faculty within these institutions are involved. A project director or co-directors may be the only academic participants benefitting from the programs on campus. FIPSE projects should attempt to include as many academic, staff, and administrative participants as possible on campuses which receive a FIPSE grant.

The annual Transculturation Spring Symposia were our main attempts to involve as many campus participants as possible, including students, other professors, professional staff, and administators. Conference sessions were scheduled so that professors could have their classes attend during class hours. The result was that so many more faculty and staff were interested in participating in the change effort. Students also became excited over the activities and commitment demonstrated by the faculty to create an improved learning environment.

3. An additional comment is directed at grant proposals concerned with multicultural issues and activities; such as our project to transculturate the Anglo American faculty at TAIU. These types of programs often elicit controversial reactions and negative responses from majority students and faculty. There is a need to emphasize how everyone stands to benefit from exposures to different cultures. By comparing cultural groups we can learn how to appreciate our differences without requiring that these differences somehow melt away or disappear. Several lessons learned from our transculturation project resulted in professors being better teachers to everyone in the classroom, not just the Mexican American students enrolled.

APPENDIX MATERIALS:

Transculturation Course Syllabi and Calendars (1989-1992)

Transculturation Symposia Programs (1990, 1991, 1992)

Pre-Post Tests for the Seminars on the History of the Mexican American; the Impact of Immigration on the Mexican American Population; the Mexican American Family

Transculturation Seminar Evaluation Form

Letter to Participants

Letter to Consultants

Article in The Chronicle of Higher Education, March 6, 1991

Course of Study at the Spanish Language Institute, Cuernavaca, Morelos, Mexico - May 1990 - May 1992. (Examples of weekly programs)

Transculturation Course Syllabus and Calendar for Spring 1993

TEXAS A&I UNIVERSITY

FIPSE Transculturation Project Campus Box 166 Kingsville, TX 78363 (512) 595-2707
(512) 595-3601

TEXAS A&I UNIVERSITY - FIPSE TRANSCULTURATION SEMINAR

SYLLABUS AND CALENDAR: SPRING 1990

Course Objectives:

An interdisciplinary study-group will meet weekly in seminar sessions to listen and interact with Hispanic educational consultants. These experts will present materials and information on the Mexican American population in South Texas, the southwest regional area and the United States. The main goal is to provide transcultural development for TAIU's faculty and staff having primary contact with freshmen students; an increasing number of which are Mexican American.

Transculturation is a socializing and educating experience that results in a new cultural perspective. Transcultural experiences are designed to produce changes in attitudes, values and beliefs about a culture other than our own. They allow entry into the reality of another cultural world and permit successful action or behavior within it. In many ways, what you will experience is similar to what college freshmen are experiencing in the programs that comprise College I. Their success courses, remedial courses and academic advisement conferences should help them transculturate into an academic culture that is somewhat alien to many of them. Your experiences should help you transculturate into an ethnic culture, again, somewhat alien to many of you.

The objective of both sets of experiences is better performance, higher retention rates and recruitment levels for both students and professionals within the University. In this manner, both the University (through you) and the student body (through College I) change in a direction that accomodates each other's cultural reality. Through transculturation, a better fit is developed between cultural backgrounds of the groups involved. Ultimately, the setting of group interaction, Texas A&I University, is changed. Sociologists speak of structural assimilation as being achievable through the mutual acculturation of both groups.

Specifically, the 3 hour seminar is designed to promote this transculturation process through presentations on:

1) the demography of the Hispanic population, particularly, in the educational system;
2) Mexican and Mexican American History;
3) the language and culture of the Mexican American; and,
4) new research on teaching and learning styles in working with minority student populations.

The presentations are meant to elicit discussion. The last hour of each seminar will be devoted to this give-and-take interaction.

Calendar and Consultants:

January 17	Introduction to the Transculturation Project at Texas A&I University. Dr. Ward S. Albro III TAIU - FIPSE Project Co-Director
	Demographic Profile of Hispanics in Higher Education. Dr. Rosario Martinez Texas Coordinating Board
January 24	The History of Mexico. Dr. Ward S. Albro III TAIU - FIPSE Project Co-Director
January 31	The History of the Mexican American. Dr. Ward S. Albro III TAIU - FIPSE Project Co-Director
February 7	The Language and Culture of the Mexican American in South Texas. Dr. Leo Carrillo Corpus Christi State University
February 14	The Structural Barriers and Individual Problems on the Road to Graduation from TAIU. Student Panel I Texas A&I University
February 21	The Impact of Immigration on the Mexican American Population. Dr. Gilberto Cardenas University of Texas at Austin

February 28	The Mexican American Family. Dr. Margarita Melville University of Carlifornia at Berkeley
March 7	Mexican American Cultural Values. Dr. Tatcho Mindiola University of Houston
March 21	The Relevance of Language to Culture Prof. Francisco Ramos Spanish Language Institute Cuernavaca, Morelos, Mexico
March 28	Cognitive Styles and Cultural Democracy in Education. Dr. Manuel Ramirez III University of Texas at Austin
April 4	Teaching and Learning Styles Part I Workshop / The 4MAT System. Jerri Reeves, M.A. Region 2 / Education Service Center
April 11	Teaching and Learning Styles Part II. Jerri Reeves, M.A.
April 19-20	FIPSE Symposium
April 25	Generations of Mexican Americans. Dr. Rosario Torres Raines TAIU Southwest Borderlands Cultural Studies Program

Pre-and Post-Tests:

The consultants will administer a 10 minute pre-test on the material they plan to present prior to their lecture. These tests will consist of concepts, individuals or events that are important points in their presentation. As they lecture, they will identify the significance of items on pre-tests and at the end all items should be understood. Their lists also serve as points of discussion and interaction as they clarify questions you may have on their presentations. Some consultants will be available on the following day to hold individual conferences with seminar participants, make class room presentations, or speak to groups and organizations on and off campus. These second day activities should be scheduled with as much advance timing as possible.

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The evaluations will be due at the beginning of each succeeding seminar. Your evaluations are very important in maintaining or improving the quality of your experiences in the seminar.

Attendance Policy:

The seminars are scheduled to meet on Wednesdays this semester from 2:00-5:00 p.m. at the Center for Continuing Education/Cousins Hall Room 118. Attendance will be noted at each session and indicates among many other things, your commitment to the project. Please contact the Transculturation Project at ext. 2707 if you are unable to attend or have any questions concerning the seminars. Thank you for your participation.

TEXAS A&I UNIVERSITY

FIPSE Transculturation Project   Campus Box 166   Kingsville, TX 78363   (512) 595-2707
(512) 595-3601

Texas A&I University - FIPSE Transculturation Seminar

Syllabus and Calendar: Fall Semester 1989

Course Objectives:

An interdisciplinary study-group will meet weekly in seminar sessions to listen and interact with Hispanic educational consultants. These experts will present materials and information on the Mexican American population in South Texas, the southwest regional area and the United States. The main goal is to provide transcultural development for TAIU's faculty and staff having primary contact with freshmen students; an increasing number of which are Mexican American.

Transculturation is a socializing and educating experience that results in a new cultural perspective. Transcultural experiences are designed to produce changes in attitudes, values and beliefs about a culture other than our own. They allow entry into the reality of another cultural world and permit successful action or behavior within it. In many ways, what you will experience is similar to what college freshmen are experiencing in the programs that comprise College I. Their success courses, remedial courses and academic advisement conferences should help them transculturate into an academic culture that is somewhat alien to many of them. Your experiences should help you transcultrate into an ethnic culture, again, somewhat alien to many of you.

The objective of both sets of experiences is better performance, higher retention rates and recruitment levels for both students and professionals within the University. In this manner, both the University (through you) and the student body (through College I) Change in a direction that accomodates each other's cultural reality. Through transculturation, a better fit is developed between cultural backgrounds of the groups involved. Ultimately, the setting of group interaction, Texas A&I University, is changed. Sociologists speak of structural assemilation as having been achieved through the mutual acculturation of both groups.

Specifically, the seminar is designed to promote this transculturation process through presentations on

1) the demography of the Hispanic population, particularly, in the education system;
2) Mexican and Mexican American History;
3) the language and culture of the Mexican American; and,
4) new research on teaching and learning styles when working minority student populations.

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The presentations are meant to elicit interaction. The last hour of the three hour seminar will be devoted to this give-and-take discussion.

Calendar and Consultants:

September 13	Introduction to the Transculturation Project at Texas A&I University. Dr. Rosario Torres-Raines TAIU - FIPSE Project Co-Director Demographic Profile of Hispanics in Higher Education. Dr. Rosario Martinez Texas Coordinating Board
September 20	The History of Mexico. Dr. Ward S. Albro III TAIU - FIPSE Project Co-Director
September 27	The History of the Mexican American. Dr. Ward S. Albro III
October 1	The Language and Culture of the Mexican American in South Texas. Dr. Leo Carrillo Corpus Christi State University
October 11	The Drop Out Problem in South Texas. Dr. David Alvírez Pan American State University
October 18	The Cultural Basis and Structural Character of Spanish in South Texas. Dr. Rosalina Rovira Texas A&I University
November 1	Mexican American Cultural Values. Dr. Tacho Mendiola University of Houston
November 8	Teaching and Learning Styles Part I Workshop the 4MAT System. Jerri Reeves Region 2 Educational Service Center
November 15	Teaching and Learning Styles Part II. Jerri Reeves

Calendar and Consultants con't.

November 22	The Impact of Immigration on the Mexican American Population. Dr. Gilberto Cardenas University of Texas at Austin
November 29	The Diversity of TAIU's Mexican American Student Body. Student Panel II Texas A&I University
December 6	Cognitive Styles and Cultural Democracy in Education. Dr. Manuel Ramirez III University of Texas at Austin

Pre-and Post-Tests:

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Attendance Policy:

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TEXAS A&I
UNIVERSITY

FIPSE Transculturation Project Campus Box 166 Kingsville, TX 78363 (512) 595-2707
(512) 595-3601

TEXAS A&I UNIVERSITY - FIPSE TRANSCULTURATION SEMINAR

SYLLABUS AND CALENDAR: FALL 1990

Course Objectives:

An interdisciplinary study-group will meet weekly in seminar sessions to listen and interact with Hispanic educational consultants. These experts will present materials and information on the Mexican American population in South Texas, the southwest regional area and the United States. The main goal is to provide transcultural development for TAIU's faculty and staff having primary contact with freshmen students; an increasing number of whom are Mexican American.

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The presentations are meant to elicit discussion. The last hour of each seminar will be devoted to this give-and-take interaction.

Calendar and Consultants:

September	5	U.S. Society and Hispanic Identity Dr. Rosario Torres Raines Department of Sociology TAIU - FIPSE Project Co-Director
	12	Demographic Profile of Hispanics in Higher Education Dr. Leonard Valverde Vice President for Academic Affairs University of Texas at San Antonio
	19	The History of Mexico Dr. Ward S. Albro III Department of History TAIU - FIPSE Project Co-Director
	26	The History of the Mexican American Dr. David Montejano Department of History University of Texas at Austin
October	3	The Language and Culture of the Mexican American in South Texas Dr. Leo Carrillo College of Arts & Humanities Corpus Christi State University
	10	The Dropout Dimensions Dr. Manuel Gomez Director of EOPSAA University of California at Irvine

October	17	The Impact of Immigration on the Mexican American Population Dr. Gilberto Cardenas Department of Sociology University of Texas at Austin
	24	Political Economy of the Mexican American Dr. Jose Hinojosa Department of Political Science Pan American University
	31	Student Panel: The Structural Barriers and Individual Problems on the Road to Graduation from TAIU Texas A&I University
November	7	Mexican American Rural & Urban Values in Society Dr. Tatcho Mindiola Director of Mexican American Studies Center University of Houston
	14	Cognitive Styles and Cultural Democracy in Education Dr. Manuel Ramirez III Department of Psychology University of Texas at Austin
	28	Teaching and Learning Styles Part I Workshop / The 4MAT System Ms. Jerri Reeves, M.A. Region 2 / Education Service Center Corpus Christi, Texas
December	5	Teaching and Learning Styles Part II Workshop / The 4MAT System Ms. Jerri Reeves, M.A. Corpus Christi, Texas

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Attendance Policy:

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Campus Box 168
Kingsville, TX 78363
(512) 595-2707
(512) 595-3601

TEXAS A&I UNIVERSITY - FIPSE TRANSCULTURATION SEMINAR

SYLLABUS AND CALENDAR: SPRING 1991

Course Objectives:

An interdisciplinary study-group will meet weekly in seminar sessions to listen and interact with Hispanic educational consultants. These experts will present materials and information on the Mexican American population in South Texas, the southwest regional area and the United States. The main goal is to provide transcultural development for TAIU's faculty and staff having primary contact with freshmen students; an increasing number of whom are Mexican American.

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Calendar and Consultants:

January	23	Introduction to the Transculturation Project at Texas A&I University Dr. Rosario Torres Raines Department of Sociology TAIU - FIPSE Project Co-Director
	30	The History of Mexico Dr. Ward S. Albro III Department of History TAIU - FIPSE Project Co-Director
February	06	The History of the Mexican American Dr. Emilio Zamora Department of History University of Houston
	13	The Language and Culture of the Mexican American in South Texas Dr. Leo Carrillo, Director Ethnic Studies Center Corpus Christi State University
	20	Cognitive Styles and Cultural Democracy in Education Dr. Manuel Ramirez III Department of Psychology University of Texas at Austin
	27	Teaching and Learning Styles Part I Workshop / The 4MAT System Ms. Jerri Reeves, M.A. Region 2 / Education Service Center Corpus Christi, Texas

March	06	Teaching and Learning Styles Part II Workshop / The 4MAT System Ms. Jerri Reeves, M.A. Corpus Christi, Texas
	20	The Mexican American Family Dr. Beatriz M. Pesquera Rockerfeller Humanist in Residency Southwest Institute for Research on Women University of Arizona, Tucsón
	27	Mexican American Cultural Values Dr. Tatcho Mindiola Director of Mexican American Studies Center University of Houston
April	03	The Education of the Mexican American in U.S. Society Dr. Guadalupe San Miguel Mexican American Studies Program Visiting Scholar University of Houston
	10	The Impact of Immigration on the Mexican American Population Dr. Gilberto Cardenas Department of Sociology University of Texas at Austin
	17	2nd Annual FIPSE Symposium SW Borderlands Transculturation Week (April 15-19)
	24	The Relevance of Language to Culture Pro. Francisco Ramos Spanish Language Institute Cuernavaca, Morelos, Mexico

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Kingsville, TX 78363
(512) 595-2707
(512) 595-3601

TEXAS A&I UNIVERSITY - FIPSE TRANSCULTURATION SEMINAR

SYLLABUS AND CALENDAR: FALL 1991

Course Objectives:

An interdisciplinary study-group will meet weekly in seminar sessions to listen and interact with Hispanic educational consultants. These experts will present materials and information on the Mexican American population in South Texas, the southwest regional area and the United States. The main goal is to provide transcultural development for TAIU's faculty and staff having primary contact with freshmen students; an increasing number of whom are Mexican American.

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	11	The History of Mexico Dr. Ward S. Albro III Department of History TAIU - FIPSE Project Co-Director
	18	The History of the Mexican American Dr. Emilio Zamora Department of History University of Houston
	25	The Language & Culture of the Mexican American in South Texas Dr. Leo Carrillo Assistant Dean of College of Arts & Humanities Corpus Christi State University
October	02	Mexican American Identity and Personality Dr. Genaro Gonzalez Department of Psychology UT Pan American Edingburg, Texas
	09	Teaching and Learning Styles Workshop/The 4 Mat System Region 2 Ms. Jimmie Driver, M.A.

October	16	The Mexican American Family Dr. Angela Valenzuela Department of Sociology Rice University
	23	A Demographic Profile of the Mexican American Population Dr. Jorge Chapa Department of Sociology LBJ School of Public Affairs University of Texas at Austin
	30	Mexican American Cultural Values Dr. Tatcho Mindiola Director of Mexican American Studies Center University of Houston
November	06	The Impact of Immigration on the Mexican American Population Dr. Gilberto Cardenas Department of Sociology University of Texas at Austin
	13	Student Panel: The Structural Barriers and Individual Problems on the Road to Graduation from TAIU
	20	Educating the Mexican American Dr. Homer Garcia Associate Professor of Sociology Baylor University Waco, Texas

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TEXAS A&I UNIVERSITY - FIPSE TRANSCULTURATION SEMINAR

SYLLABUS AND CALENDAR: SPRING 1992

Course Objectives:

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	26	Mexican American Identity and Personality Dr. Genaro Gonzalez Department of Psychology UT Pan American Edingburg, Texas
March	04	Mexican American Cultural Values Dr. Tatcho Mindiola Director of Mexican American Studies Center University of Houston

March	18	The Impact of Immigration on the Mexican American Population Dr. Gilbert Cardenas Department of Sociology University of Texas at Austin
	25	The Mexican American Family Dr. Aida Hurtado Psychology Department University of California, Santa Cruz
April	01	Teaching and Learning Styles Workshop/The 4 Mat System Region 2 Ms. Jimmie Driver, M.A.
	08	Educating the Mexican American Dr. Homer Garcia Associate Professor of Sociology Baylor University Waco, Texas
	15	The Relevance of Language to Culture Pro. Francisco Ramos Spanish Language Institute Cuernavaca, Morelos, Mexico
	23-24	3rd Annual Symposium

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Attendance Policy:

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BIOGRAPHICAL SKETCHES

Israel Cuellar is a psychologist in private practice in the Rio Grande Valley since 1974. He received a bachelor's degree in psychology and a master's in clinical psychology from North Texas State University. His doctor of philosophy degree, in the field community psychology, was received from the University of Texas at Austin. He has specialized in the field of Chicano psychology, acculturation, and mental health. For several years Dr. Cuellar directed the Bicultural Research and Treatment Unit of the San Antonio State Hospital. He is the author of the **Acculturation Rating Scale for Mexican Americans** (ARSMA), which is widely used in research studies. He is the author of numerous book chapters and journal articles. He actively provides linguistically and culturally relevant counseling in the Rio Grande Valley.

Carlos E. Cortes is a professor of history at the University of California, Riverside. He holds five degrees in higher education with his doctor of philosophy degree in history coming from the University of New Mexico. He has lectured widely throughout the United States, Latin America, and Europe on such topics as Latin American and Chicano history, race and ethnicity, Hispanic culture, social studies and multicultural education, global education, bilingual education, and many film and media topics. Dr. Cortes is the author of many books, articles, film and television documentaries, and teacher training and curriculum materials. He has edited three major books series: **The Mexican American** (21 volumes), **The Chicano Heritage** (55 volumes), and **Hispanics in the United States** (30 volumes). He is currently working on a three-volume study of the history of American motion picture treatment of ethnic groups, foreign nations, and world cultures

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Texas A&I University
and
The Fund for the Improvement of
Postsecondary Education
U.S. Department of Education

present

A SPRING SYMPOSIUM ON DIVERSE EXPERIENCES IN TRANSCULTURATION

April 19-20, 1990

TAIU Student Union Building
and
Cousins Hall

THURSDAY, APRIL 19—STUDENT UNION BUILDING ROOM 219 A-B

9:00 University Welcome
Armando Arias, Jr. Ph.D.
Dean of Arts and Sciences

9:15 Symposium Overview
Introduction of Keynote Speaker
Rosario Torres Raines, Ph.D.
Professor of Sociology
Project Co-Director

9:30 **Psychological Concomitants of the Acculturation Process**
Israel Cuellar, Ph.D.
Behavioral Medicine and Associates
Harlingen, Texas

10:45 Coffee Break

11:00 **Respondant Panel**/Questions and Comments Posed to Dr. Cuellar
Moderator: Gary Low, Ph.D.
Dean of College I and
Assistant Vice-President for Academic Affairs

Panel: **Lloyd Dempster, Ph.D.**
Assistant Professor of Psychology

Mary Jimenez, M.S.
Reading Lab Supervisor, College I

David Sabrio, Ph.D.
Associate Professor of Language and Literature

12:00 Lunch—SUB Room 219 C
Presentation of Acknowledgements to 1st year FIPSE Project Participants and an Invitation to TAIU Faculty and Staff to Participate in the 2nd Year FIPSE Transculturation Project
Ward S. Albro III, Ph.D.
Professor of History
Project Co-Director

1:30 **Transculturation Panel I:**
Diverse Acculturating Experiences of Students, Staff and Faculty Creating Structural Changes at Our Institution
Moderator: Dr. Ward S. Albro III

Panel: **Donald Gibson, Ph.D.**
Assistant Professor of Management and Marketing

Ron Hamm, M.S.
Director, Public Affairs

Cynthia Peña
Major in Secondary Education

Fernando Rodriguez, Ph.D.
Director, Academic Advising, College I

Doreen Swakon, Ph.D.
Associate Professor of Agriculture

2:45 Coffee Break and Refreshments

3:00 **Transculturation Panel II:**
Student Achievement and Retention: Changing the Structure of Academia through College I
Moderator: Dr. Gary Low

Dianne Brown, B.S.
Director, Counseling/Testing & International Student Services

Ruth Creekmore, B.S.
Director, Student Data Management, College I

Ruth Dalrymple, M.S.
Academic Skills Lab Supervisor, College I

Joyce Vilseck, M.A.
Assistant Professor of Mathematics

4:00 End of Day Sessions

6:30 **Reception**—SUB Room 219 C

7:00 Introduction of Plenary Session Speaker
Dr. Ward S. Albro III

7:15 **The Mass Media Images of Mexican Americans**
Carlos E. Cortes, Ph.D.
University of California-Riverside

9:00 End of Evening Sessions

FRIDAY, APRIL 20—COUSINS HALL ROOM 121

9:00 **Workshop: Educational Implications of the Mass Media for Latinos**
Dr. Carlos E. Cortes

10:45 Coffee Break and Refreshments

11:00 **Transculturation Panel III:**
Mexican American Student Diversity On Campus
Co-Moderators: Dr. Isreal Cuellar
Dr. Rosario Torres Raines

Alberto Cornejo
Major in Pre-Medicine

Alberto Gomez
Major in Chemical Engineering

Anna Hinojosa
Major in Psychology

Eddie Rosas
Major in Sociology

Sonia Salinas
Concentration in Social Service Sequence

Margarita Tagle
Minor in Southwest Borderlands Studies

1:00 End of Symposium

BIOGRAPHICAL SKETCHES

Sylvia Pena was named educator of the year by the Texas Education Association for Bilingual Education. She received her doctorate in education from the University of Texas at Austin. She has published widely in the field of bilingual education and second language education. Dr. Pena teaches courses in bilingual education, supervises student teachers, and directs several teacher trainer grant programs. She is an associate professor in the curriculum and instruction department of the University of Houston's College of Education.

Aida Hurtado, a graduate of Pan American University in Edinburg, Texas, received her master's and doctor's degrees in social psychology from the University of Michigan. She recently directed a major project in California funded by the Hewlett Foundation to sample Latino households on future needs and interests. Dr. Hurtado has published extensively in the fields of her research interests: ethnic identity and political consciousness, language issues among Mexican Americans, and feminist theory. She is currently an associate professor in the Psychology Board of Studies, University of California at Santa Cruz.

Texas A&I University
and
The Fund for the Improvement of
Postsecondary Education
U.S. Department of Education

present

A Symposium

A MOMENTUM FOR MUTUAL CHANGE

April 18-19, 1991

TAIU Student Union Building
and
Cousins Hall

THURSDAY, APRIL 18—STUDENT UNION BUILDING ROOM 219 A-B

9:15 a.m. **Welcome to Symposium:**
Manuel L. Ibanez, Ph.D.
President
Texas A&I University

9:30 Symposium **Overview:**
Introduction of Keynote Speaker:
Rosario Torres Raines, Ph.D.,
Professor, Psychology & Sociology
Project Co-Director

9:45 **Acculturation/Assimilation: Pain & Process**
Sylvia Pena, Ph.D.
Associate Professor
Curriculum and Instruction Department
College of Education
University of Houston

10:45 Coffee Break

11:00 **Respondent Panel:**
Henry Centurion, Ed.D - Assistant Professor, Bilingual Education, Texas A&I University
Dorothy Pace, Ph.D. - Associate Professor, Psychology & Sociology Dept., Texas A&I University
Jacqueline Thomas, Ed.D. - Associate Professor, Language & Literature Dept. Texas A&I University

12:00 **FIPSE Luncheon** - Room 219C (by invitation)
Recognition of 1st and 2nd year FIPSE Seminar
Participants and Guests
Moderator: **Ward S. Albro III, Ph.D.**
Professor of History
Project Co-Director

1:30 Centers of Hispanic Educational Opportunities, Policies, and Research
Rosario Torres Raines, Ph.D. - Moderator:
Panel: **Leonel Gomez, M.A.** - Assistant Director, Tomas Rivera Center - Trinity University, San Antonio, Texas
Gene Gonzalez, M.A. - Director of Association Program, San Antonio, Texas - Hispanic Association of Colleges and Universities, (HACU)
Rogelio Lopez, M.A. - Coordinator of Consumer Services San Antonio, Texas - Intercultural Development Research Association - (IDRA)
Marisela Oliva, M.A. - Associate Program Director, Community Colleges and Technical Institutes Division, Texas Higher Education Coordinating Board, Austin, Texas
Linda Rodriguez, M.A. - Dean of Extended Services and Continuing Education, St. Philips College - San Antonio, Texas - President, Texas Association of Chicanos in Higher Education (TACHE)

2:45 Coffee Break and Refreshments

3:00 Momentum in the Classroom: Faculty Experiences at Texas A&I
Panel: **Duane T. Gardiner, Ph.D.** Assistant Professor, College of Agriculture and Home Economics
Maria Guido, Ph.D. Visiting Instructor, Political Science
David H. Sabrio, Ph.D. Associate Professor, Language and Literature
Dale L. Schruben, Ph.D. Associate Professor, Chemical and Natural Gas Engineering
Donna R. Tobias, Ph.D. Associate Professor and Chairman, Communication and Theatre Arts

4:00 End of Day Sessions

6:30 **Reception** - Sub Room 219C

7:00 **Introduction of Plenary Session Speaker**
Rosario Torres Raines, Ph.D.

7:15 **Acculturation: A Reformulation and Expansion**
Aida Hurtado, Ph.D.
Assistant Professor of Psychology, Psychology Department, University of California, Santa Cruz

9:00 End of Evening Sessions

FRIDAY, APRIL 19—COUSINS HALL ROOM 105

9:00 a.m. **Student Services Momentum:** Community Colleges in South Texas—
Ward S. Albro III, Ph.D. - Moderator:
Panel: **Alma Adames, M.A.** - Director, Learning Assistant Center, Bee County, Beeville, Texas
Rudy Duarte, M.A. Dean of Students, Del Mar College, Corpus Christi, Texas
Rosario Martinez, Ph.D. Director of Educational Support Services, Palo Alto College, San Antonio, Texas
Olivia Rivas, Ph.D. Dean of Student Services, Texas Southmost College, Brownsville, Texas
Crispin Sanchez, Ph.D. Dean of Student Development Services, Laredo Junior College, Laredo, Texas
Servando Villarreal, M.A. Dean of Students, Texas State Technical Institute (TSTI) Harlingen, Texas

10:45 Coffee Break and Refreshments

11:00 **Diversity in Momentum: Student Experiences at Texas A&I**
Rosario Torres Raines, Ph.D.
Professor, Psychology and Sociology
Mauro Castro, Ph.D.
Associate Professor, Chemistry
Panel of Texas A&I Students

1:00 End of Symposium

Eduard Murguia, a native of San Antonio, recently returned to his home state after several years researching at the Hispanic Research Center and teaching in the Department of Sociology at Arizona State University. Earlier Dr. Murguia taught at Trinity University, Washington State University, and San Francisco State University. He has published several books and numerous articles in the fields of ethnicity, intermarriage, minority aging and other topics. Dr. Murguia is currently associate professor in the Department of Sociology at Texas A&M University.

Jaime Chahin was a migrant farm worker for many years before entering the field of education. He received his bachelor's degree from Texas A&I University, his master's and doctorate from the University of Michigan. He did post-doctoral work at Harvard University. Dr. Chahin has been active in minority student and faculty programs at both the community college and university level. Currently he is Associate Vice President for Human Resources and University Affairs at Southwest Texas State University.

Max Castillo is president of San Antonio College, a position he has held since 1983. Prior to coming to San Antonio, he served in several administrative positions in the El Paso Community College District. He has taught at the two year, four year, elementary and secondary levels. Dr. Castillo received his Ed.D. from the University of Houston and his B.A. and M.A. from Saint Mary's University in San Antonio. Among many national and state responsibilities he has chaired two Texas State Commissions: the Community College Leadership Training Program and the Task Force on the Texas Educational Opportunity Plan for Higher Education.

Rosario Martinez is director of Educational Support Services at Palo Alto College in San Antonio. Prior to assuming her position at Palo Alto College she served in several key positions with the Texas Higher Education Coordinating Board. She was responsible for the revisions and final draft of the Texas Educational Opportunity Plan for Higher Education while serving as director of the Educational Opportunity Planning Division. Dr. Martinez has taught in the public schools and at the college level. She received her Ph.D. from the University of North Texas. She received her Master's in Counseling from the same institution and her B.S. from the University of Texas at El Paso. She is a licensed professional Counselor.

Texas A&I University
and
The Fund for the Improvement of
Postsecondary Education
U.S. Department of Education

present

The Third Symposium on

TRANSCULTURATION: MAINTAINING THE MOMENTUM FOR INSTITUTIONAL CHANGE

April 23 - 24, 1992

Ben P. Bailey Art Gallery
and Faculty Senate Blue Room
Fore Hall 100

THURSDAY, APRIL 23

BEN P. BAILEY ART GALLERY

9:30 a.m.	**Welcome to the Symposium** **Eliseo Torres, Ed.D.** Vice-President for Student Affairs and Special Services **Symposium Overview and** **Introduction of Keynote Speaker** **Rosario Torres Raines, Ph.D.** Professor of Sociology Project Co-Director
9:45	**The Impact of Racial Characteristics on the Socioeconomic Status of Mexican Americans** **Edward Murguia, Ph.D.** Associate Professor Department of Sociology Texas A&M University
10:45	Coffee Break
11:00	**Respondent Panel** **Texas A&I University Transculturated Faculty** Andres Tijerina, Ph.D., Asst. Professor of History Jim Phaup, Ph.D., Professor of Political Science Jane Stanford, M.S., Asst. Prof. of Management

TAIU FOUNDERS' ROOM

12:00 Noon	**FIPSE·Luncheon** - (by invitation) Recognition of 1st, 2nd and 3rd year FIPSE Seminar Participants and Guests Moderator: **Ward S. Albro III, Ph.D.** Professor of History Project Co-Director

FACULTY SENATE BLUE ROOM

1:30 p.m.	**Faculty Senate Blue Room** **Cooperative Learning Awareness Workshop: A Culturally Relevant Approach For Teaching and Learning** **Jimmie Driver, M.S.** Educational Consultant Region Two Education Service Center
3:30	Coffee Break
5:30	End of Day Sessions
6:30 p.m.	**Reception** for the Conference Plenary
7:00	**Introduction of Plenary Session Speaker** **Rosario Torres Raines, Ph.D.** **The Status of Mexican American Faculty in Texas Universites** **Jaime Chahin, Ph.D.** Associate Vice President for Human Resources and University Affairs Southwest Texas State University
8:00	**Maintaining The Momentum I: Faculty Discussions by and with/Transculturation Project Participants** **Moderator: Ward S. Albro III, Ph.D.**
9:00	End of Evening Sessions

FRIDAY, APRIL 24

FACULTY SENATE BLUE ROOM

9:00 a.m.	**Introduction of Keynote Speakers** **Ward S. Albro III, Ph.D.** **The Texas Plan: A Profile of Faculty Development and Student Services in Texas Colleges and Universities** **Max Castillo, Ed.D.** **President,** San Antonio College **Rosario Martinez, Ph.D.** **Director of Educational Support Services** Palo Alto College
10:00	**Respondent Panel** **Texas A&I University Transculturated Faculty** David Sabrio,Ph.D., Assoc. Professof English Jacqueline Thomas, Ph.D., Assoc. Prof. of French Susan Dollar, M.A., Counselor/College I
10:45	Coffee Break
11:00	**Maintaining theMomentum: Diversity in Student Experiences at Texas A&I** Moderators: **Homer Garcia, Ph.D.** Associate Professor of Sociology Baylor University **Rosario Torres Raines, Ph.D.** **Panel of Texas A&I Students**
1:00 p.m.	End of Symposium

History of the Mexican American

What follows are some individuals, events, and organizations important to the history of the Mexican American in the United States. Briefly -in two or three words- identify those you know.

Alvar Nuñez Cabeza de Vaca- ______________________________
____.

Juan Oñate- ______________________________
____.

Father Eusebio Kino- ______________________________
____.

Juan Seguin- ______________________________
____.

Kit Carson- ______________________________
____.

Mariano Vallejo- ______________________________
____.

Juan Nepomuceno Cortina- ______________________________
____.

Cart War- ______________________________
____.

Salt War- ______________________________
____.

Los Rinches- ______________________________
____.

Elfego Baca- ______________________________
____.

Joaquín Murreta- ______________________________
____.

Tiburcio Vásquez- ______________________________
____.

Gregorio Cortez- ______________________________
____.

Ricardo Flores Magón- ______________________________
____.

Plan of San Diego- --
---.

Mutualistas- --
---.

LULAC- --
---.

Emma Tenayuca- ---
---.

Zoot Suit Riots- ---
---.

American G.I. Forum- ---
---.

Carlos E. Castañeda- ---
---.

George I. Sãnchez- ---
---.

Braceros- ---
---.

PASO- ---
---.

MAYO- ---
---.

Cesar Chávez- --
---.

José Angel Gutiérrez- --
---.

Reies López Tijerina- --
---.

Federico Peña- ---
---.

READING LIST

Michael Meyer and William Sherman, The Course of Mexican History, 3rd ed.

Bernal Díaz del Castillo, The True History of The Discovery and Conquest of Mexico

T. R. Fehrenbach, Fire and Blood

Alan Riding, Distant Neighbors

William Weber Johnson, Heroic Mexico

Robert Quirk, An Affair of Honor

Luis González, San José de Gracia

Carlos Fuentes, The Death of Artemio Cruz

Octavio Paz, The Labyrinth of Solitude

Irving A. Leonard, Baroque Times in Old Mexico

Hear

David Montejano

Author of the prize winning

Anglos and Mexicans in the Making of Texas, 1836-1986

Wednesday, September 26th
7 p.m.
Cousins Hall 121

Sponsored by the Fund for the Improvement of Postsecondary Education, U.S. Department of Education and the Department of Bilingual Education, **Texas A&I University**.

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THE IMPACT OF IMMIGRATION ON THE MEXICAN AMERICAN POPULATION

1. Mexican American ethos ____________________
2. Bracero Program ____________________
3. labor recruitment ____________________
4. legal immigration ____________________
5. Dillingham Commission ____________________
6. Texas Rangers ____________________
7. temporary labor migration ____________________
8. manifest destiny ____________________
9. border runners ____________________
10. profitability of immigrant labor ____________________
11. effects of immigration ____________________
12. Mexican land displacement ____________________
13. labor migration ____________________
14. Treaty of Guadalupe Hidalgo ____________________
15. IRCA ____________________
16. colonial labor principle ____________________
17. idea of resistance ____________________
18. Mexican elite ____________________
19. migrant generation ____________________
20. 1917 importation program ____________________
21. concept of place ____________________
22. idea of annexation ____________________
23. Euroamerican colonialism ____________________
24. idea of underclass ____________________
25. idea of conquest ____________________

STUDY QUESTIONS

1. Myths, stereo types and misconceptions abound about the history of the Mexican population in the U.S. What factors underpin the fantasy heritage on the one hand and the Mexican as problem on the other?

2. What does Cockroft mean when he states: "today, as yesterday, the main determinant of Mexican immigration into the U.S. is employer demand, not worker supply'?

3. How is the Mexican immigration experience different from other immigrant groups into the United States?

4. Compare and contrast the conditions of contact between Mexicans and Anglos in Texas and New Mexico.

5. Describe the origins of large scale Mexican migration to the U.S.

6. At what historical time does recruitment play an important role in attracting Mexican immigrant laborers to the United States? Discuss how recruitment was carried out. What were the legal positions about recruitment?

7. What does Alvarez mean by a "generation analysis" of the Mexican American experience?

8. Do women who immigrate do so for different reasons than men? Elaborate.

A. Valenzuela
Rice University

October 16, 1991
FIPSE Transculturation Project

Pre-test and Presentation Outline of the Mexican American Family

What follows is the outline of today's presentation which provides sociodemographic data, sociological concepts and cultural characteristics important to the study of Mexican American families in the United States. Briefly identify those facts and concepts with which you are familiar in the space provided.

I. Overview

II. Sociodemographic Trends among Mexican Americans (averages and percentages):

- A. Rural versus Urban Differences________________________________
- B. Median age ____
- C. Gender make-up ____________________________________
- D. Median family income________________________________
- E. Family size ____
  - 1. Historical perspectives
- F. Average income ______________________________________
- G. Occupational status __________________________________
- H. Fertility ____
- I. Marriage, divorce and family composition statistics:
  - 1. Marriage and divorce_________________________________
  - 2. Female-headed, single parent households___________________
  - 3. Intermarriage rates:
    - a) In Texas ____________________________________
    - b) In New Mexico_______________________________
    - c) In California _______________________________
  - 3. Intermarriage in light of assimilation theory ________________
    ____
- J. Educational attainment and achievement
  - 1. Median educational attainment level_______________________
  - 2. Generational status ___________________________________
  - 3. Generational differences in educational attainment ____________
    ____
  - 4. Generational differences in educational achievement___________
    ____

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III. Traditional Family Structure and Family Values

A. Issues in social science research

1. Ethnocentrism ______________________________

B. Culture of poverty ______________________________
1. The culture versus structure debate in social science ____________
____

C. Values
1. Machismo ______________________________
2. Age-graded family structure ______________________
3. Familism ______________________________

D. Familism and modernization theory ____________________
E. Dimensions of familism:
1. Attitudes ______________________________
2. Structure ______________________________
a) Primary kin ____________________________
b) Secondary kin __________________________
c) Fictive kin ____________________________
(1) Compadrazgo __________________________
(a) Compadre/comadre ____________________
(b) Padrino/madrina _____________________
(c) Ahiado/ahiada _______________________
3. Behavior ______________________________
a) Cultural brokering ______________________

F. Familism as a cultural ideal versus practice

G. Familism and gender roles: The Balance of power

H. Conjugal power ______________________________

1. Resource theory ____________________________

IV. Cross-Ethnic Differences in Familism

V. Familism and Academic Achievement

TRANSCULTURATION SEMINAR NO. _____

DATE: ______

APPROPRIATE USE OF SEMINAR INFORMATION

Please note how appropriate the material that has been presented is for your particular purposes. In other words, how might you use or put into operation the information you have received this afternoon in both your professional work and in your everyday interaction. ("How can I apply this information to my current job?" / "How can I use this information in my everyday life?") THANK YOU FOR YOUR COOPERATION.

TRANSCULTURATION SEMINAR NO. _____

DATE: __________

SEMINAR EVALUATION

Please express your general comments on the presenter and the material presented to you. Also note some constructive evaluation points of this afternoon's session that will help maintain or improve the quality of your experiences in this seminar. THANK YOU FOR YOUR COOPERATION.

TRANSCULTURATION SEMINAR NO. ____

DATE: __________

QUALITY OF THE CONTENT AND LEVEL OF THE PRESENTATION

Please rate the quality of the information that has been presented to you. Was the material(s) well prepared and organized? Were there any specific or additional material(s) you would have liked to see? Did the speaker present information at a level that you were able to understand? Did the speaker respond to participants' concerns and answer the questions that were posed?
THANK YOU FOR YOUR COOPERATION.

TEXAS A&I UNIVERSITY

FIPSE Transculturation Project Campus Box 166 Kingsville, TX 78363 (512) 595-2707
(512) 595-3601

August 30, 1991

Dr. Jim Phaup
Professor
Department of Political Science
Campus Box 165

Dear Dr. Phaup:

You have been recommended through your college Dean or you have identified yourself as a full-time faculty or staff member to participate in a professional development project beginning its third year of operation at TAIU. The program is entitled "Transculturation of Faculty at a Minority Institution" and is funded by a three year renewable grant from the Fund for the Improvement of Post-Secondary Education in the U.S. Department of Education. FIPSE is an agency that funds highly competitive proposals submitted by educational institutions, nonprofit organizations and for-profit businesses. Final selection of projects is based on their creativity, originality and modeling potential to develop similar programs throughout the country.

Our project attempts to structure a process of transculturation for our faculty and professional staff. The process initiates a movement from mainstream U.S. culture toward an increased awareness and knowledge of our predominantly Hispanic student body's history, language, and culture.

Transculturation experiences help participating faculty and staff to understand and recognize the Hispanic's biculturalism and bilingualism, and by doing so, include these dimensions in teaching and interacting with the majority of our students. Ultimately, transculturation results in academic and institutional changes that should help professional staff, professors and students succeed in our mutual efforts to teach and to learn.

The majority of on-going programs at TAIU, as well as throughout the nations' campuses, have tended to focus on the acculturation process of Hispanic, and other minority students, into the academic cultures of colleges and universities. Such one-way efforts at acculturation

A Part of The Texas A&M University System

have failed to make significant impacts on the recruitment, retention and successful graduation rates of minority students at all educational levels.

Often the whole educational experience for minorities, even for those who succeed in school, has results in complete estrangement from their ethnic identity. Their education creates wide cultural gulfs between themselves and their communities of origin - communities that look to them as interpretors of their ethnic reality and as prospective leaders of these communities. By not identifying with their cultural origins at the end of their education, they fail to serve or benefit their ethnic groups. Transculturation is a two-way process of change. It involves a momentum toward our minority students' reality that meets them at some point on a mutual path of acculturation experiences.

We are currently in the process of making the final selection of 20 project participants for our Fall 91 and Spring 92 faculty development program. These will be our last grant funded semesters. Your participation in this project would involve: 1) attending weekly seminars directed by visiting, nationally known Hispanic Scholars, 2) participating in a 2-day Spring symposium, and 3) traveling to Cuernavaca, Mexico for a three-week language and culture immersion experience at a Spanish-language center in May, 1992. The language immersion program is scheduled for the end of the Spring 1992 semester and before the beginning of the first Summer Session. The costs of transportation to and from Cuernavaca, tuition at the language school, room and board expenses for the three week period will be paid for from grant funds. Your commitment would be required for all three components of the program.

We hope you will be interested in and available to participate in the FIPSE project during the coming academic year. We have enclosed copies of our seminar syllabus for Fall 91 and the program of our Second Annual Symposium to give you more information on our past year's activities. Please indicate your willingness to participate in either the Fall 91 or the Spring 92 programs on the enclosed selection form. Ten participants will be selected for each semester.

If you need further information or have questions about our project please call our FIPSE Transculturation Office at ext. 2707. Thank you for your continued interest and support.

Sincerely,

R. Torres Raines, Ph.D.
Co-Project Director

Ward S. Albro III, Ph.D.
Co-Project Director

FIPSE TRANSCULTURATION PROJECT

Participant Selection Form

NAME ____

RANK ____

DEPARTMENT _________________ EXTENSION ___________________

If selected, I would prefer to participate in the

______ Fall 91

______ Spring 92

academic semester.

I understand my selection commits me to participate in all three components of the faculty development program.

a) the weekly seminars held at Cousins Hall Rm. 118 on Wednesdays from 2:00 to 5:00 p.m.

b) an annual Spring Symposium

c) the Summer language and cultural immersion program in Cuernavaca, Mexico

______ I am not able to participate in the coming academic semester, Fall 1991. However, you may consider me as a potential participant for the Spring 1992 semester.

TEXAS A&I UNIVERSITY

FIPSE Transculturation Project Campus Box 166 Kingsville, TX 78363 (512) 595-2707
(512) 595-3601

August 27, 1991

Dr. Jorge Chapa
LBJ School
Drawer Y
Austin, Texas 78713

Dear Dr. Chapa:

Thank you for agreeing to serve as a consultant on our professional development project entitled Transculturation of Faculty at a Minority Institution. It is organized through the primary support of the Fund for the Improvement of Postsecondary Education (FIPSE), U. S. Department of Education. The objective of transculturation is focused on the predominantly Anglo faculty at Texas A&I University. It seeks to provide freshman-contact faculty with developmental experiences acculturating them to the Hispanic reality that characterizes the University's predominantly Mexican American student body. Up to now, the process of acculturation has been experienced almost exclusively by minority students who enter educational institutions that are structured and function on a mainstream American cultural model. The current project proposes to reverse that traditional process by designing a program to change the institution to better fit the majority of students within it; instead of changing only the students to fit the institution.

There are a number of projects currently operating on our campus to effect the acculturation of students to the campus culture and environment. Various programs offered through TAIU's newly organized College I are excellent examples of acculturating experiences for all our freshman students - over 60 percent of whom are Mexican American. Ultimately, transculturation involves a mutual understanding of cultural perspectives with the goal of developing the competency and sensitivity of our faculty to our minority enrollment. As more colleges and universities face the possibility of increasing ethnic minority student enrollment, a valid transculturation model could be transported and implemented with positive results in student recruitment, performance and retention to graduation. (A summary of College I's plan and objectives is enclosed for your information.)

The faculty development project incorporates three phases. The first phase, in which you are being asked to participate, involves weekly, interdisciplinary seminars for 10 to 12 faculty members each semester. These deal with the history, culture and language of the Mexican American people in South Texas, the regional Southwest and the U.S. An annual spring symposium is the foundation of second phase activities. A three week language immersion program in Cuernavaca, Mexico is scheduled for 20 faculty participants each year as the third phase of the project.

As an expert consultant, you are asked to prepare a two and a half hour presentation for a three hour seminar. The last half hour could be used as a question and answer period to maximize interaction. The enclosed syllabus and calendar note your scheduled lecture for the Fall Semester, 1991. Your presentation should be preceded by a one-page pre-test that identifies the most important concepts, phrases or people that you plan to include in your lecture. It will serve as an outline of your lecture that participants can follow as you develop your talk. At the end of your presentation, all the concepts should be identified by the seminar participants. An example of such a pre-test is enclosed for your consideration.

We also request a one or two page abstract of your presentation. We are urged by FIPSE to keep on file a general overview of your lecture. We have contacted you as early as possible this summer to give you time to prepare the documents we request.

Our grant allows for a two day consultation at $200.00 per day unless otherwise arranged. Your travel costs and overnight expenses will be reimbursed. The second day of your consulting activities could be devoted to meeting with students in classes, associating with faculty groups or individuals, or with community organizations. It is important for us to get maximum exposure of your expertise on our campus or within our surrounding.

We also request a copy of your vitae to use in your introduction to the participants and for our annual report to FIPSE. Please let us know if your presentation requires audio visual or special equipment. At your earliest convenience, if you plan to use handouts, we can help you duplicate the required number of copies (10-15 copies) if you send them to us in time.

We are excited about the opportunity to have our seminar participants hear and interact with the very best Mexican American researchers and scholars available in the country. We hope to be able to expand your participation in our FIPSE project in the coming years. Thank you for your cooperation. If you have any question, don't hesitate to call us at (512) 595-2707.

Sincerely,

Rosario Torres Raines, Ph.D.	Ward S. Albro III, Ph.D.
Project Co-Director	Project Co-Director

Enclosures: College I Outline
Fall 1991 Semester Syllabus
Mexican History Pre-Test

'In' Box

After having to slash its budget for the next fiscal year by $12.5-million, every little bit counts at Oregon State University.

Two men who were chosen as this year's distinguished professors at Oregon State decided to do their part by donating their prize money to the university.

The professors, Christopher K. Mathews, chairman of Oregon State's department of biochemistry and biophysics, and Arthur Boucot, professor of zoology and biology, will give their cash awards of $3,000 each to their departments, to be used to support the research activities of graduate students. Since the award is an annual salary supplement, they plan to make donations each year.

Mr. Mathews said that with his children grown and their college-tuition loans paid off, he felt he could do without the extra money.

Oregon State's president, John V. Byrne, made a similar move earlier this year, when he handed over his 5-per-cent salary increase—about $5,000—to the university's foundation.

■

No such problems plague the University of Pennsylvania's Wharton School.

The university has announced a new annual teaching award of [illegible] to be split evenly between a tenured professor and a tenure-track professor who teach undergraduates. University officials think the prize is the largest of its kind for business schools.

The first awards are expected to be announced during the current academic year. Selection criteria will include a candidate's ability to stimulate students, demonstrate knowledge of the latest research, and show a commitment to educational leadership.

■

Promoters of a video-conference on writing across the curriculum say the large number of faculty members interested in the event proves that the topic is still a hot one in higher education.

A spokeswoman for the PBS Adult Learning Service, which sponsored the conference, noted that a recent article in *The New York Times Magazine* said writing across the curriculum was "out." But she said the fact that thousands of professors from 400 campuses had expressed an interest in participating in the conference shows that interest is still high.

The two-hour conference, "Issues and Conflicts in Writing Across the Curriculum: Directions for the 1990's and Beyond," was produced by Robert Morris College. It included pre-taped segments on effective writing-across-the-curriculum programs at several colleges, live presentations by experts on the topic, and questions from members of the audience, who called speakers on a toll-free telephone number.

Personal & Professional

Presidential Searches Said to Offer Colleges Chance to Take Stock

Carnegie report examines pitfalls and advantages of the process

By COURTNEY LEATHERMAN

The search for a new president provides a college with a fresh chance to assess itself and challenge its assumptions, say the authors of a report being released this week by the Carnegie Foundation for the Advancement of Teaching.

"Hence," they add, "the search for a president serves as a microcosm of institutional politics and pressures."

The report, *Choosing a College President: Opportunities and Constraints*, was written by David Riesman, an emeritus professor of sociology at Harvard University, and Judith Block McLaughlin, head of the educational division of Harvard's Seminar for New Presidents and a lecturer at the university.

Published in book form, the 377-page report uses five case studies and anecdotes from hundreds of presidential searches to illustrate the process from start to finish—from the formation of the search committee to the sealing of the deal.

Judith Block McLaughlin and David Riesman: "The search for a president serves as a microcosm of institutional politics and pressures."

The authors caution that the report is not intended to serve as an instruction manual, but to shed light on a process that varies greatly from campus to campus. Nonetheless, they make it clear that they favor certain practices in the search process. They strongly recommend, for example, that campuses think long and hard about their missions and their future—and what kind of leadership is suitable for both—well before advertising the job. Otherwise, they say, a campus is more likely to react to the past administration by hiring either a clone or an opposite of the last president.

The authors also urge institutions not to cave in to political pressures when making appointments to search committees, and, in case after case, they illustrate the problems associated with searches in which candidates' names are publicized at an early stage.

Searches at 5 Institutions

In an interview, Ms. McLaughlin said she and Mr. Riesman deliberately had chosen not to offer a prescription for finding a new president.

"I think some people would have liked us to tell them. This is the way you do it: Step one, step two, step three," she said. But, she added, "the richness of American higher education is its diversity. The search process reflects that. It needs to be attentive to the protocol on a particular campus, to the traditions, the issues, and the personnel on that campus."

The report examines the search for a new president at five institutions: the University of Florida, Winthrop College, Rice University, and a liberal-arts college and flagship state university that are not named because those interviewed there wanted confidentiality.

The report is peppered with numerous anecdotes. In a discussion of the president's importance as a symbol, for example, it mentions the 1988 student protests at Gallaudet University that led Elisabeth Ann Zinser to step down 36 hours after she had assumed the presidency. She was succeeded by I. King Jordan, a hearing-impaired man who had been a finalist for the job and was widely supported by students at Gaullaudet, the world's only university for the deaf. Ms. Zinser is not hearing-impaired.

"As the Gallaudet case dramatically in-

Continued on Page A14

Rosario Torres Raines, with Ward S. Albro: "Acculturation is a one-way street, whereas transculturation is a two-way street."

Colleges Offer Cultural-Awareness Programs to Help Professors Understand Needs of Minority Students

By KATHERINE S. MANGAN

KINGSVILLE, TEX.

As an "Anglo" faculty member at a predominantly Hispanic university, David H. Sabrio used to feel frustrated by the cultural barriers between him and his students.

Mr. Sabrio, an associate professor of English at Texas A&I University, knew that some of his students could be performing better. Somehow, he wasn't quite connecting with them.

So when two of his colleagues designed a program to help educate faculty and staff members about the history, culture, and learning styles of Mexican-American students, Mr. Sabrio signed up. Today, he says, he is a much better teacher for it.

"I've been able to incorporate a wider range of teaching styles to connect with the varied learning styles of my students," he says. "I'm more aware of the fact that not

Continued on Following Page

Colleges Offer Faculty Help in Understanding Students

Continued From Preceding Page

all of my students learn the same way I do."

Mr. Sabrio is one of a number of faculty members who are benefiting from new cultural-awareness efforts. The programs vary from campus to campus: One might emphasize the learning styles of minority students; another, broader issues like race and racism.

What they have in common is a goal of helping faculty members become more aware of the needs of minority students.

The efforts, whether in the form of campuswide programs or informal discussion sessions, are being made at a time when many campuses are re-examining their curricula in the light of changing student demographics.

"There has been a lot of consciousness raising, especially over the last couple of years as administrators and faculty struggle to try to relate more effectively to students of color and try to recognize variations in learning styles," says Jack H. Schuster, professor of education and public policy at Claremont Graduate School.

'Transculturation' Project

At Texas A&I, the so-called "transculturation" project, designed by Ward S. Albro, a history professor, and Rosario Torres Raines, a sociology professor, is designed to give faculty members a better understanding of the Hispanic students who make up 57 per cent of the university's enrollment. Just 11 per cent of A&I's full-time faculty members are Hispanic.

Now in its second year, the project was financed by a three-year, $150,000 grant from the Department of Education's Fund for the Improvement of Postsecondary Education.

The semester-long program, which is voluntary and costs participants nothing, includes weekly, three-hour discussions with Hispanic educational consultants, a campus symposium, and a three-week language- and cultural-immersion program in Cuernavaca, Mexico. Participants, including a few administrators, live with Mexican families. With about 10 participants each semester, the program is expected to reach 60 people by the end of the three-year project.

Mr. Sabrio, who comes from Louisiana, says Hispanics should not be forced to abandon their own culture in order to fit in on an American campus.

"I think in the long run both the students and the participants benefit, because we both learn something about the other's culture," Mr. Sabrio says. "In the end we're both richer for it."

Ms. Torres Raines agrees. "Acculturation is a one-way street," she says, "whereas transculturation is a two-way street."

In the last decade, the student majority on this rural campus in South Texas has changed from Anglo to Hispanic. But the faculty is still overwhelmingly Anglo. It will probably stay that way for some time because of the intense competition among colleges and universities nationwide for minority scholars, Ms. Torres Raines says.

"We at A&I had become a minority institution," she says, "but we weren't in an economic position to recruit Hispanic professors. We had to work with what we had."

Ms. Torres Raines, who directs the Southwest Borderlands Cultural Studies and Research Center on the campus, and Mr. Albro, who teaches courses in Mexican-American studies, teamed up to bridge the gap between professors and students. Among the topics of this semester's weekly discussions are the history, cultural values, and learning styles of Mexican-Americans in South Texas.

Their transculturation project complements the university's College I program, which is designed to help acclimate freshmen and transfer students to the college environment.

Campuses are trying to promote cultural awareness among faculty members in different ways. At the University of Tennessee at Knoxville, the Office of Affirmative Action worked with students to produce six videos that depict what students perceive to be racist behavior by faculty members in the classroom. The project, also financed by the Education Department, brings together faculty members who choose to participate in discussions about the videos and other issues relating to race and racism.

At Connecticut College, racism-awareness workshops are offered for faculty and staff members who wish to attend. The two-day program addresses the historical roots of racism, institutional racism, and ways to fight discrimination. The college is considering offering a shorter, mandatory program for faculty members.

Not everybody is enthusiastic about such efforts.

'Sensitizing' Has Its Critics

Although organizers say they generally have no trouble finding participants, some faculty members bristle at the suggestion that they need to be "sensitized" to another culture.

Glenn M. Ricketts, research director for the National Association of Scholars, a group that opposes what it calls the politicization of the curriculum and the campus climate, says his organization opposes "sensitivity" workshops because they assume that faculty members are racist or sexist. "When you start off by assuming you have a problem, you end up arousing resentment that might not have been there before," says Mr. Ricketts, who also teaches political science part-time at Raritan Valley Community College.

"In general, we are dismayed by the direction these workshops are going," he adds. "They are voluntary, but there are all kinds of ways to make people feel uncomfortable if they don't attend them."

At Texas A&I, Mr. Albro and Ms. Torres Raines say they are careful to avoid using language that implies faculty members are insen sitive toward Hispanics. In fact, they say, those who attend the workshops are extremely sensi tive, but simply need to know mor about where their students are coming from.

'Emphasizing Diversity'

Mr. Albro says that while certai generalizations are made abou Mexican-American students, consultants are careful not to stereotype, but, instead, "to emphasiz the diversity of our student body."

> "When you start off by assuming you have a problem, you end up arousing resentment that might not have been there before."

Doreen H. D. Swakon, an associate professor of agriculture wh took part in the program last year says one thing she learned was give her students more explicit d rections for class assignments.

"Many of these students has grown up in a very patriarch household, where the father sa to do something and they do They look up to an authority figu and expect specific instructions, she says. "I'm finding that my st dents are coming in better prepare now."

She also has a better understan ing of the culture shock that ma of her students must feel when the come to a campus. (Their paren likely as not, never graduated fro high school, much less college And she finds that her students a preciate the effort she has put in understanding their culture. "T guys from my class came into office later and asked me about t course, and their response w 'You would do that for us?' T respect level really changed af that."

Even something as simple correctly pronouncing a Hispa name can make a difference in way students feel about th teachers, Mr. Sabrio says. He also learned to break his clas into smaller study sessions to al students to work together on p ects. Many Mexican-Americ come from close-knit cultures are more willing to open up participate while working groups, he says.

Mr. Albro and Ms. To Raines want to tell other campu about their program. For too l they say, colleges and universi have placed the burden of accul ation solely on students, who feel anxious or confused a their changing identities.

Ms. Torres Raines, a Mexi American who spoke Spanis home until she left for coll knows that feeling well. As rose through the academic ra she became increasingly A cized. "You feel like you're lo something, and you're sad," says. "If both sides are willin give, the psychic cost to the dent isn't so great."

Plan Now to Attend

EDUCATION
TECHNOLOGY
SOCIETY
Emerging Partnerships

The Eighth International Conference on Technology and Education

In Conjunction with the 12th E.C.O.O. Conference

Toronto, Canada
May 3-10, 1991

Call for Papers

The Ninth International Conference on Technology and Education

1992: Education "Sans Frontieres"

Paris, France
March 16-20, 1992

Plan Now for the I.C.T.E.

The International Conference on Technology and Education (I.C.T.E.) has become a leading international forum on new information technologies and their uses in education. In May, 1991, the Eighth I.C.T.E. convenes in Toronto, Canada, and will be held in conjunction with the twelfth annual conference of the Educational Computing Organization of Ontario (E.C.O.O.). Appropriately, the theme for this joint conference is *Education, Technology and Society: Emerging Partnerships.* Numerous papers, presentations, workshops and panel sessions will cover technology-influenced issues vital to all educators.

And even as the Eighth Conference approaches, plans for the Ninth—to be held in Paris, France in March of 1992—are already underway. *1992: Education "Sans Frontières"* will focus on international cooperation in education as outlined in the 1989 UNESCO report, *General Conclusions, Recommendations and Suggestions for Action* (April 12-21). Topics include The Global Common Classroom, Universal Access, Lifelong Learning, Teacher Training, Technology-Supported Pedagogy, Information Security, Integrated Learning Platforms, Assessment of Technology, Restructuring and Reforming Education, and Impact on Curricula, Culture and Language.

Contributed papers, presentations and workshops are welcome within these themes. Your intention to submit, along with a 100-word abstract and completed Information Card, needs to be received by **May 1, 1991.**

For information on attending the Eighth I.C.T.E. or submitting abstracts for the Ninth, write to: **Mr. Jamie Alexander, Radio Shack Education Division, 1600 One Tandy Center, Fort Worth, TX 76102.**

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Center for Latin American Studies
Cuernavaca, Morelos, México

PROGRAMAS COMPLEMENTARIOS

(Por favor escriba su nombre en la oficina)

>>>> Lunes a viernes de esta semana. 5:00 - 6:30 pm. <<<<

NOTA IMPORTANTE : ¡ MINIMO 2 (Dos) ESTUDIANTES POR PROGRAMA !

Lunes 14 : **LITERATURA MEXICANA CONTEMPORANEA**
Autor : B. Traven (Canasta de cuentos Mexicanos)
Prof. Paco Ramos.

Martes 15 : **¡ DIA DEL MAESTRO ! (Comida)**

Miercoles 16 : **CLINICA DE GRAMATICA**
"La aclaracion de problemas gramaticales individuales"
Prof. Arturo Ramos.

Jueves 17 : **LITERATURA MEXICANA CONTEMPORANEA**
(Continuacion)

Viernes 18 : **CLASES DE COCINA MEXICANA**
Costo : US $2
Hora : 2:00 PM

<>

¡ EVENTO ESPECIAL !

" DIA DEL MAESTRO "

Martes 15 de mayo de 1990. **(Celebracion y bienvenida)**

LUGAR : Calle Prado # 11, Colonia Pradera.
HORA : 2:00 - 5:00 P.M.
INCLUYE : Comida y musica Mexicana de Mariachis.

¡ TODOS ESTAN INVITADOS ! (Estudiantes, maestros y familias)

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SPANISH LANGUAGE INSTITUTE
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Center for Latin American Studies
Cuernavaca, Morelos, México

EXCURSIONES

1. Miercoles 16 : "TEPOZTLAN, TLAYACAPAN Y HACIENDA DE COCOYOC"

Salida : 2:00 Pm. del instituto.
Llegada : 7:00 pm. al centro de Cuernavaca (aprox.)
Llevar : Zapatos comodos. "ALMUERZO" de su familia. camara. etc.

Costo : $10 USD

(Copa refresco o cafe lo paga el estudiante en Cocoyoc)

NOTA : Favor de escribir su nombre en la oficina.antes de la 1:00 p.m. del martes 15 de mayo.

2.- Sabado 19 : " TAXCO " (rico en artesania de plata)

SALIDA : 9:00 a.m. del instituto.
LLEGADA : 6:00 p.m. al centro de Cuernavaca.(Aprox.)
LLEVAR : Zapatos comodos."Almuerzo" de su familia, camara. dinero extra para sus compras.

COSTO : $12 USD

NOTA : Favor de escribir su nombre antes de la 1:00 p.m. del jueves 17 de mayo de 1990.

3.- Domingo 20 : BALLET FOLCLORICO DE MEXICO Y MUSEO NACIONAL DE ANTOPOLOGIA

SALIDA : 7:00 a.m. del Instituto.
LLEGADA : 5:30 p.m. al centro de Cuernavaca. (aprox.)
LLEVAR : "Almuerzo" de su familia. zapatos comodos. camara. sweter.

COSTO : $32 USD
NOTA : Favor de escribir su nombre antes de la 1:00 p.m. del viernes 18 de mayo de 1990.

SPANISH LANGUAGE INSTITUTE
Center for Latin American Studies
Cuernavaca, Morelos, México

SEMANA DEL LUNES 25 AL VIERNES 29 DE MAYO DE 1992.

PROGRAMA CULTURAL

I.- GRAMATICA BASICA

(Estudiantes Básicos)

Lunes a viernes (esta semana)

Horario : Grupo b) 8:00 - 10:00 a.m.

Lugar : SALA DE CONFERENCIAS # 2 (abajo)

Profra. : Maru Ramos.

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II.- MESA REDONDA

(Estudiantes intermedios y avanzados)

Lunes a viernes (1 semana)

Horario : Grupo a) 12:00 - 2:00 p.m.

Lugar : SALA DE CONFERENCIAS # 2 (abajo)

Tema : "DE LA INDEPENDENCIA A LA REVOLUCION DE MEXICO"
(Historia de México 1810-1910)

- Todos los aspectos importantes y relevantes a una transición.

Profra. : Carmen Guzmán

STREET ADDRESS: Bajada de la Pradera 208, Col. Pradera 62170, Cuernavaca, Morelos, México.
Teléfonos (73) 11•00•63 17•52•94 Fax (52) (73) 17•52•94
MAILING ADDRESS: Apartado Postal No. 2-3, Cuernavaca, Morelos 62191, México.

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III.- CONFERENCIA

(Estudiantes intermedios y avanzados)

Lunes a viernes (2 semanas)

Horario : Grupo b) 8:00 - 10:00 a.m.
Grupo a) 12:00 - 2:00 p.m.

Lugar : SALA DE CLASES # 4 (edificio 2)

Tema : PIRAMIDE DEL PODER

- Desde el poder Mágico-Religioso de los primeros curanderos (Chamanes), hasta las poderosas culturas Pre-Hispánicas de México.
- La Conquista y el poder de la iglesia y estado.
- Independencia y Liberalismo.
- La Revolución y el sistema unipartidista de hoy.

Prof. : Rolando Guillermoprieto.

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25 al 29 de mayo de 1992.

ESPAÑOL FUNCIONAL

I.- ESTUDIANTES BASICOS E INTERMEDIOS

Lunes a jueves (esta semana)

Horario : Grupo b) 10:00 - 11:00 a.m.
Grupo a) 11:00 - 12:00 p.m.

Lugar : SALA DE CONFERENCIAS # 1 (arriba)

Tema : "EN EL HOTEL"

Expresiones idiomáticas, aspectos interesantes de la lengua y de México, vocabulario, práctica funcional.

Prof. : Paco Ramos.

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II.- ESTUDIANTES INTERMEDIOS Y AVANZADOS

Lunes a jueves (esta semana)

Horario : Grupo b) 10:00 - 11:00 a.m.
Grupo a) 11:00 - 12:00 p.m.

Lugar : SALA DE CONFERENCIAS # 2 (abajo)

Tema : Palabras : " Usos y contrastes "
(Sinónimos, antónimos, parónimos, homónimos, etc.)

Profra. : Maru Ramos.

STREET ADDRESS: Bajada de la Pradera 208, Col. Pradera 62170, Cuernavaca, Morelos, México.
Teléfonos (73) 11•00•63 17•52•94 Fax (52) (73) 17•52•94
MAILING ADDRESS: Apartado Postal No. 2-3, Cuernavaca, Morelos 62191, México.

SPANISH LANGUAGE INSTITUTE
Center for Latin American Studies
Cuernavaca, Morelos, México

Del 25 al 29 de mayo de 1992.

PROGRAMAS COMPLEMENTARIOS

(Por favor escriba su nombre en la oficina)
>>>> Lunes a viernes de esta semana. 5:00 - 6:30 p.m. <<<<

NOTA IMPORTANTE : MINIMO 2 (Dos) ESTUDIANTES POR PROGRAMA

Lunes 25 : LITERATURA MEXICANA CONTEMPORANEA (Avanzados)
Autor : B. Traven (Canasta de Cuentos Mexicanos)
Lectura, corrección y observación de aspectos culturales.
Tita Cortés.

MARTES 26 : SITUACION POLITICA ACTUAL DE MEXICO
- Mesa redonda-Discusión (Intermedios/ Avanzados
(Una excelente oportunidad para practicar su español)
Guillermo Sánchez.

Miercoles 27:I.CLINICA DE GRAMATICA (Una clase de comprensión)
DUDAS : Preguntas y respuestas.
- Explicaciones en español o inglés.
- Traer sus preguntas escritas.
Arturo Ramos.

II. CLASE DE COCINA MEXICANA
Hora : 2:00 - 4:00 p.m.
Costo : US$4.00 (incluye clase y comida)
Nina Nazor.

Jueves 28 : I. MILAGRO EN ROMA (Real - Maravilloso)
Novela de Gabriel García Márquez (Colombia)
VIDEO en español con subtítulos en inglés (73 mins.)
Paco Ramos.

II. INTERCAMBIO EN CONVERSACION
(información en la oficina)

Viernes 29 : MUSICA Y COMIDA MEXICANAS

Hora : 2:00 - 4:00 p.m. (aprox.)
Lugar : Calle Prado # 11, Colonia Pradera
(a una cuadra y media del Instituto)

SPANISH LANGUAGE INSTITUTE
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1.- MARTES 26 : " CUERNAVACA Y SUS ALREDEDORES "
visita a : Pirámide de TEOPANZOLCO (por fuera), colonia residencial TABACHINES, Hotel Casino de La Selva y sus MURALES, Museo HERBOLARIO, Hacienda de CORTES (una copa o refresco aquí - responsabilidad de cada estudiante)
Salida : 2:00 p.m. del Instituto.
Llegada : 7:00 p.m. al Centro de Cuernavaca (aprox.)
Traer : COMIDA de su familia, zapatos cómodos, cámara, dinero`extra' para COPA, swéter o chamarra.
Costo : US$ 10 (incluye transporte y guía).
MINIMO : 7 participantes.
NOTA : Favor de escribir su nombre y PAGAR en la oficina.

2.- SABADO 30 : BAZAR SABADO / Diego Rivera / Coyoacán
(Concentración de artesanías nacionales, Casa-Museo, Area más colonial del D.F.)

- Ciudad de México -

Salida : 9:00 a.m. del Instituto.
Llegada : 6:00 p.m. al Centro de Cuernavaca (aprox.)
Traer : COMIDA de su familia, zapatos cómodos, cámara, dinero`extra'para sus COMPRAS? o un refresco, suéter o chamarra.
Costo : US$ 14 (incluye transporte y guía)
MINIMO : 7 participantes.
NOTA : Favor de escribir su nombre y PAGAR en la oficina.

3.- DOMINGO 31 : "PUEBLA Y CHOLULA"

Visitamos : Iglesia de Acatepec y Tonantzintla/ CHOLULA, la pirámide más extensa de México/ PUEBLA, El Parian (artesanías populares)/ Iglesia del Rosario (8a. maravilla del mundo)/ Centro colonial de Puebla (comida típica Mexicana, $7-10 USD).

- Estado de Puebla -

Salida : 7:00 a.m. del Instituto.
Llegada : 7:00 p.m. al Centro de Cuernavaca (aprox.)
Traer : COMIDA de su familia, zapatos cómodos, cámara, swéter o chamarra, dinero `extra' para un refresco.
Costo : US$ 20 (incluye transporte, entradas y guía)
MINIMO : 7 participantes.
NOTA : Favor de escribir su nombre y PAGAR en la oficina.

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1989-1992 FIPSE PARTICIPANTS

FALL 1989 - SEMINAR I PARTICIPANTS

NAME:	DEPARTMENT:
1. Brown, Mrs. Diane	Counseling & Testing
2. Dempster, Dr. Lloyd	Psychology & Sociology
3. Gibaon, Dr. Don	Management & Marketing
4. Gonzalez, Mr. Genero	Mathematics
5. Low, Dr. Gary R.	Academic Affairs
6. McLauchlan, Dr. Bob	Mechanical Engineering
7. Norwine, Dr. Jim	Geography
8. Rodriquez, Dr. Fernando	Geosciences
9. Swakon, Dr. Doreen	Agriculture & Home Economics
10. Vilseck, Ms. Joyce	College 1

SPRING 1990 - SEMINAR II PARTICIPANTS

NAME:	DEPARTMENT:
1. Broglie, Mr. Ray	Office of Admissions
2. Centurion, Dr. Henry	Bilingual Education
3. Dalrymple, Mrs. Ruth	College I
4. Hamm, Mr. Ron	Public Affairs
5. Rossman, Dr. Joe	Economics & Finance
6. Sabrio, Dr. David	Language & Literature
7. Schruben, Dr. Dale L.	Chemical & Natural Gas
8. Sloan, Dr. John	Health
9. Sloan, Mrs. Karen	Language & Literature
10. Tobias, Dr. Donna	Communications & Theatre
11. Torres Raines, Dr. Rosario	Psychology & Sociology
12. Underwood, Dr. Rachel A.	Home Economics
13. Albro, III Dr. Ward S.	History
14. Mende, Dr. Gunter	History

FALL 1990 - SEMINAR III PARTICIPANTS

NAME:	DEPARTMENT:
1. Boatright, Mr. George	Librarian
2. Castro, Dr. Mauro	Chemistry
3. Gardiner, Dr. Duane	Agriculture
4. Guido, Dr. Maria	Political Science
5. Hays, Dr. Thomas	Chemistry
6. Jenson, Mrs. Evelyn	Language & Literature
7. Jenson, Dr. John	Communications & Theatre
8. Pace, Dr. Dorothy	Psychology
9. Schueneman, Mr. Bruce	Librarian
10. Tintera, Dr. George	Mathematics
11. Thomas, Dr. Jackie	Language & Literature

SPRING 1991 - SEMINAR IV PARTICIPANTS

NAME:	DEPARTMENT:
1. Berdahl, Dr. [illegible]	Music
2. Fay, Dr. Alvin	Mathematics
3. Lopez-Herrera, Dr. Francisco	Language [illegible]
4. Morgan, Richard	Music
5. Moses, Dr. Phillip J.	Mathematics
6. Mucchetti, Dr. Earl	Language & Literature
7. Sherwood, Ms. Mary	Public Affairs
8. Stanford, Ms. Jane	Business Administration
9. Wagner, Dr. George	Management & Marketing
10. Williams, Dr. Randall	Agriculture

FALL 1991 - SEMINAR V PARTICIPANTS

NAME:	DEPARTMENT:
1. Bompadre, Dr. [illegible]	Mathematics [illegible]
2. Collier, Ms. Susan	College [illegible]
3. Deacon, Dr. David	Communication [illegible]
4. McArthur, Dr. Anna	Home Economics
5. Mullen, Dr. Frank	[illegible]
6. Oates, Barbara	Marketing
7. Phaup, Dr. Jim	Political Science
8. Purkett, Dr. Jim	Psychology
9. Sanders, Dr. Gregg	Music
10. Smith, Dr. Steve	Biology
11. Vijverberg, Dr. Andres	History

SPRING 1992 - SEMINAR VI PARTICIPANTS

NAME:	DEPARTMENT:
1. Heller, Dr. Nice	Chemistry
2. Butler, Ms. [illegible]	Home Economics
3. Chandler, Dr. Bill	History
4. Dodd, Dr. Betty	Education
5. Goswami, Nirmal	Political Science
6. Halford, Dr. Donna	Language & Literature
7. Hernandez, Paul	College of English
8. Magruder, Dr. Clark	Art
9. Pratt, Dr. David	Biology
10. Turcotte, Ms. Lisa	Nursery School

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TEXAS A&I UNIVERSITY

FIPSE Transculturation Project
Campus Box 166
Kingsville, TX 78363
(512) 595-2707
(512) 595-3601

TEXAS A&I UNIVERSITY - TRANSCULTURATION SEMINAR 7

SYLLABUS AND CALENDAR: SPRING 1993

Course Objectives:

An interdisciplinary study-group will meet weekly in seminar sessions to listen and interact with Hispanic educational consultants. These experts will present materials and information on the Mexican American population in South Texas, the southwest regional area and the United States. The main goal is to provide transcultural development for TAIU's faculty and staff having primary contact with freshmen students; an increasing number of whom are Mexican American.

Tranculturation is a socializing and educating experience that results in a new cultural perspective. Transcultural experiences are designed to produce changes in attitudes, values and beliefs about a culture other than our own. They allow entry into the reality of another cultural world and permit successful action or behavior within it. In many ways, what you will experience is similar to what college freshmen are experiencing in the programs that comprise College I. Their success courses, developmental courses and academic advisement conferences are designed to help students transculturate into an academic culture that is somewhat alien to many of them. Your experiences should help you transculturate into an ethnic culture, again, somewhat alien to many of you.

The objective of both sets of experiences is better performance, higher retention rates and recruitment levels for both students and professionals within the University. In this manner, both the University (through you) and the student body (through College I) change in a direction that accommodates each other's cultural reality. Through tranculturation, a better fit is developed between cultural backgrounds of the groups involved. Ultimately, Texas A&i University, the setting of group interaction is changed. Sociologists speak of structural assimilation as being achievable through the mutual acculturation of both groups.

Specifically, the 2 1/2 hour seminar is designed to promote this transculturation process through presentations on:

1) the demography of the Hispanic population, particularly, in the educational system;
2) Mexican and Mexican American History;
3) the language and culture of Mexican American; and,
4) new research on teaching and learning styles in working with minority student populations.

The presentations are meant to elicit discussion. The last half-hour of each seminar will be devoted to this give-and-take interaction.

Calendar and Consultants:

January	27	Introduction to the TAIU Transculturation Faculty Development Program Rosario Torres Raines, Ph.D. Department of Psychology & Sociology TAIU - Program Co-Director
February	3	The Demographics of Mexican American Education: The Texas Plan and the Year 2000 Hector Castillo, Program Director Educational Opportunity Planning Division Texas Higher Education Coordinating Board Austin, Texas
	10	The History of Mexico Ward S. Albro, III, Ph.D. Department of History TAIU - Program Co-Director
	17	The History of the Mexican American Andres Tijerina, Ph.D. Department of History Texas A&I University
	24	The Language and Culture of the Mexican American in South Texas Leo Carrillo, Ph.D. Assistant Dean of the College of Arts and Humanities Corpus Christi State University
March	3	Mexican American Identity and Personality Genaro Gonzalez, Ph.D. Department of Psychology UT at Pan American Edinburg, Texas

March	10	The Impact of Racial Characteristics on the Socioeconomic Status of Mexican Americans Edward Murguia, Ph.D. Department of Sociology Texas A&M University College Station, Texas
	17	SPRING BREAK – NO SEMINAR SCHEDULED
	24	Age and Sex Roles of Mexican American Women Elena Bastida, Ph.D. Department of Sociology UT at Pan American Edinburg, Texas
	31	Teaching and Learning Styles Workshop: the 4MAT System Jimmie Driver, M.S. Educational Consultant Region II Education Service Center
April	7	Celebration and Linguistic Play: Resistance and Transformation in Chicano Communities Norma Cantu, Ph.D. Department of Modern Languages Laredo State University
	14	The Impact of Immigration on the Mexican American Population Gilberto Cardenas, Ph.D. Director of Mexican American Studies Center UT at Austin
	21	Mexican American Cultural Values Tatcho Mindiola, Ph.D. Director of Mexican American Studies Center University of Houston
	28	Diversity in Student Experiences at TAIU: A Student Panel Presentation Moderator: Rosario Torres Raines, Ph.D. Department of Sociology TAIU
May	5	The Relevance of Language to Culture Pro. Francisco Ramos Spanish Language Institute Cuernavaca, Morelos, Mexico

Pre-and Post-Tests:

The consultants will administer a 10 minute pre-test on the material they plan to present prior to their lecture. These tests will consist of concepts, individuals or events that are important points in their presentation. As they lecture, they will identify the significance of the items on their pre-tests and at the end of their lecture all items should be understood. Their lists also serve as points for discussion and interaction, clarifying questions you may have on their presentations. Some consultants will be available on the following day to hold individual conferences with seminar participants, make classroom presentations, or speak to groups and organizations on and off campus. These second day activities should be scheduled with as much advance timing as possible.

EVALUATIONS:

Three evaluations will be completed for each presenter. The first one will request your general comments and constructive evaluation points of the seminar session. The second will require that you attempt to find some appropriate use of the seminar information in your professional and personal life. This kind of evaluation is more difficult to arrive at. It requires that you think about or plan to change your attitudes, beliefs or behavior in some specific ways. The third evaluation form will ask you to comment on the level of the presentation you heard. Did the speaker make him/herself understood, or did the speaker go over your head with technical terms or overly disciplinary approaches?

The evaluations will be due at the beginning of each succeeding seminar. Your evaluations are very important in maintaining or improving the quality of your experiences in the seminar.

Attendance Policy:

The seminars are scheduled to meet on Wednesdays this semester from 2:30-5:00 p.m. at the Center for Continuing Education/Cousins Hall Room 118. Attendance will be noted at each session and indicates among many other things your commitment to the project. Please contact the Transculturation Project at ext. 2707 if you are unable to attend or have any questions concerning the seminars. Thank you for your participation.

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